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ABSTRACT

This training manual documents planning and procedures employed in the development of a coordinated, comprehensive, year-long inservice library training program designed to stimulate and motivate the habit of library usage by students and teachers in the rural poverty area of Holmes County, Mississippi. Participants in the program included students, teachers, administrators, instructional aides, media aides, public librarians, college librarians, school library media specialists, and community members. This manual provides outlines for each of the 40 sessions, emphasizing the planning aspects of the program, and especially the communications employed in establishing dates, times, goals, objectives, activities, performance indicators, and publicity. Aspects of the library media program addressed in individual sessions include the roles of principals, teachers, aides, and parent volunteers; the role of the media program in the school curriculum; materials selection and production, including appropriate materials for exceptional children; school media center/public library cooperation; library skills for students, aides, and teachers; resources for teachers; student career awareness; and equipment operation. Appendices provide a discussion of evaluation procedures and findings, as well as samples of publicity, promotion ideas, and awards, and lists of supplementary materials and consultants. (Author/RAA)

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A Training Manual Developed
As Partial Requirement

for

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for

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Grant No. G007800597

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On-Site Library Training Program
for
School and Community
in an
Economically and Culturally Deprived County

IR008080

U.S. Department of Health, Education and Welfare
Office of Education
Library Research and Demonstration Branch

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AN ON-SITE LIBRARY TRAINING PROGRAM
FOR
SCHOOL AND COMMUNITY
IN AN
ECONOMICALLY AND CULTURALLY DEPRIVED COUNTY

Library Training Program

Higher Education Act
Title II-B

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Holmes County School District
Lexington, Mississippi
1979

PREFACE

Curricula, library media services, planning, interaction and evaluation are fine conceptual ingredients that help define the process of learning. But it is the hard work of dedicated teachers, administrators, and students, together with the community, that brings out the finest flavor of these ingredients in an atmosphere of excitement, challenge, exchange of ideas and commitment as is evidenced in part by this training manual.

The willingness of all participants to learn more about libraries and library media than was expected of them, to do more than planned, to make contributions in areas that were totally unexpected, reflects their highest individual and collective awareness of the value of libraries in the process of education.

The immediate beneficiaries of this training manual are the children of Holmes County. It is their heritage, and personal growth through libraries that served as the basis for this effort. It is our hope that this manual will serve as a source of rich ideas to benefit children in library media programs in other school divisions.

HOW TO INTEREST PRINCIPALS. HOW TO USE AUDIO-VISUAL AIDS. HOW TO USE AUDIO-VISUAL EQUIPMENT. HOW TO TEACH LIBRARY SKILLS. HOW TO REACH STUDENTS HOW TO HAVE AN ORGANIZED PROGRAM. HOW TO MANAGE YOUR GRANT MONEY. HOW TO LOG YOUR TIME. HOW TO MAKE LIBRARIES IMPORTANT TO EVERYONE. WHAT STUDENTS THINK OF LIBRARIES. WHAT PARENTS THINK OF LIBRARIES. HOW TO REPORT YOUR PROGRESS. HOW TO GET TEACHERS TO USE THE LIBRARY. HOW TO USE AIDES IN THE LIBRARY. HOW TO REACH THE OBJECTIVES. HOW TO GET COOPERATION FROM THE MEDIA SPECIALISTS. THE PART PUBLICITY PLAYS IN YOUR FEDERAL PROGRAM.

WHO BENEFITS FROM THE LIBRARY TRAINING PROGRAM ? HOW TO HAVE A GOOD TRAINING SESSION. HOW TO GET COOPERATION FROM YOUR PRINCIPALS. WORKING WITH PARENT VOLUNTEERS. HOW TO GET PERFORMANCE INDICATORS. WHY SCHOOLS NEED A LIBRARY TRAINING PROGRAM. HOW TO GET THE PARAPROFESSIONALS STARTED IN THE LIBRARY. HOW TO ORGANIZE A GOOD FIELD TRIP. THE PART PRINCIPALS PLAY IN THE LIBRARY TRAINING PROGRAM. HOW TO CHOOSE YOUR CONSULTANTS. WHAT CURRICULUM MATERIALS ARE NEEDED. HOW PUBLIC LIBRARIES AND SCHOOL LIBRARIES WORK TOGETHER. HOW TO MOTIVATE TEACHERS TO USE THE LIBRARY. THE ANSWERS ARE IN THE MANUAL.

LIBRARY TRAINING
INSTITUTE

HOLMES COUNTY SCHOOLS

TRAINING MANUAL

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INTRODUCTION

This project was directed toward the development of a coordinated, comprehensive year-long in-service library training program that could be adopted, replicated as needed, and implemented in other school divisions. Extensive pre-planning was involved, yet a flexible posture was maintained, resulting in forty training sessions. Participants included students, teachers, administrators, instructional aides, media aides, public librarians, college librarians, school library media specialists, and community members.

Project outcomes of the training sessions enclosed are just now being realized and understood. They include significant increased awareness and use of libraries of all types, significant increases in school library media usage, a library media skills manual, an in-service library media training guide, a slide tape series of the project, a test of library media skills, an individualized computer-generated profile analysis of library media skills for each student, a computer-generated library media skills report by grade level, reading ability and special education learning quotients.

While outcomes are expressions of immediate and emerging results, this training manual documents planning and procedures employed. Special attention should be given to the planning aspects and especially to the communications employed in establishing dates, times, goals, objectives, activities, performance indicators and publicity. It must be understood that written communications are normally products of documenting agreed upon person-to-person communications. This is a most important aspect although there is no way to include them in this manual with the possible exception of examining each written calendar of communications and realizing that previous person-to-person communications had been viewed.

If the reader of this manual understands this, then those desired elements in the training sessions enclosed may be adapted and replicated as desired. We hope so.

Genie G. Barnette

THE HOLMES COUNTY SCHOOL DISTRICT

A. Community Setting

Holmes County, formed in 1833 and named for David Holmes, last governor of the Mississippi Territory, is located in North Central Mississippi. It contains 769 square miles, divided into two geographic regions, consisting of the red clay hills in the eastern and central sections and the fertile black soil of the Delta in the western section. Like all other counties in Mississippi, it is divided into five districts, with the governing authority vested in a Board of Supervisors. All county offices are located in Lexington, the county seat.

By today's standards, Holmes County is considered a rural poverty area, with thirty-five per cent of the residents being unemployed. Furthermore, a high percentage of the population have sub-standard living conditions, and seventy-two per cent of the adults over the age of twenty-five do not have a high school diploma.

B. School Setting

The Holmes County School District is administered as a unified county system headed by a county superintendent of education, who is an elected official, answering to a five member County Board of Education. The County Board of Education appoints two assistant superintendents to aid in carrying out various needed services in the areas of instruction, finance, transportation and federal programs. The superintendent and his assistants supervise the principals in administering the six schools in the District.

The two schools which are located in the eastern hill section are Durant Attendance Center and Goodman-Pickens Elementary School. In the central hill section are Lexington Attendance Center and Lexington Elementary School. Located in the Delta area are Tchula Attendance Center and Mileston Elementary School. A chart which gives specific data about each school follows.

The primary purpose of the Holmes County Schools is to help each student develop skills, concepts, values, talents, or intellectual potential that will enable him to live effectively and satisfactorily in a rapidly changing society.

The vehicle for carrying out the philosophy of the District is the curriculum. In most schools, the elementary curriculum is structured with self-contained classrooms for grades one through three but departmentalized for grades four through eight. Team teaching is used in the elementary school at Tchula Attendance Center, with teachers comprising a team. In the secondary schools, students have the opportunity to select from a combined vocational and/or academic curriculum. A new vocational school which is under construction will be ready for use by 1981. Federal funds supplement the regular curriculum by providing special programs of remedial reading, remedial mathematics, special education, and migrant education.

C. Philosophy

We, the administrators, faculty, and staff of the Holmes County School District believe:

That every child, regardless of social position, physical condition or native intelligence should have the opportunity for the fullest development of his individual abilities and interests, so that he may realize his possibilities for the greatest benefit to himself and society.

That a sympathetic and cooperative attitude on the part of the teacher, the parent, and the community is necessary in the development of the child. We will seek to establish and maintain a good relationship with the home, community, and the school.

That our school should be concerned with educating the whole child; therefore, the school's program of experiences should meet the physical, mental, social, emotional, and aesthetic needs of the pupils.

That the attitude of the staff toward the students should be one which commands their respect and assures their confidence in order to help them in planning and executing their work.

That the school environment should be attractive and that the materials for the pupils should be interesting and plentiful.

That teachers should assume the responsibility of giving their full cooperation to the school's guidance program by gaining complete knowledge of the pupil's abilities, achievements, habits, interests, attitudes, and appreciations.

That our school should give pupils an opportunity to practice the ideals which characterize good citizens in a democracy.

That our schools should help the pupils to develop a discriminating taste, as well as a growing love and appreciation for the beauty in music, art, and literature.

D. School Media Program

In the Holmes County School District there are six elementary library media centers and three high school media centers, with four qualified media specialists and four media aides providing services for the six schools. Each center reflects and supports the stated philosophy of the Holmes County School District. Materials and equipment in the media centers are made available to students and teachers on a loan basis. In order to facilitate the maximum use, flexible schedules have been developed. In most of the schools, the library media centers are open every period of the day with a media specialist or aide in charge.

Leadership in library services is provided by a coordinator, who plans, schedules, and directs library-related in-service programs and professional development and assists the media specialists in the various functions and needs of library programs.

The operation of a district materials center, which would include central ordering and processing of library materials, was begun in 1966 as a part of a district-wide improvement of library services. Located at the center is an ample library of films, recordings, filmloops, filmstrips, kits, transparencies, tapes, and models which encourage a multi-media approach to teaching and learning. A professional library which contains books and magazines dealing with current trends in teaching techniques and methods is also provided. Detailed records of all material processed and circulated are maintained in the central office.

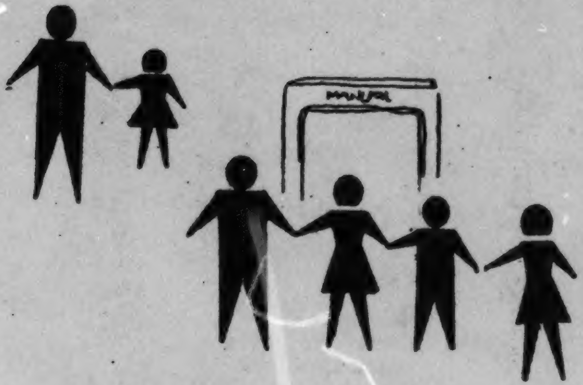
The effort to stimulate and motivate the habit of library usage by students and teachers is a vital part of the district-wide library media program in the Holmes County Schools.

WHO WE ARE !!

* School	Grade Span	Enroll-ment	ADA (Feb. '78)	Administrators	Teachers	Librarians	Library Aides
DAC	1-12	591	567.2	1	37	1	0
GP	1-8	514	490.1	1	25	1	0
LAC (El)	5-8	584	543	1	31	0	1
LAC (HS)	9-12	572	532	1	28	1	0
LES	1-4	558	538.7	1	33	0	1
MES	1-8	360	349.7	1	18	0	1
TAC (El)	1-8	733	719.4	1	36	0	1
TAC (HS)	9-12	454	444.3	1	32	1	0

* DAC - Durant Attendance Center
GP - Goodman-Pickens Elementary School
LAC - Lexington Attendance Center
LES - Lexington Elementary School
MES - Mileston Elementary School
TAC - Tchula Attendance Center

Holmes County Library Training Institute



August

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
7	8	9	10	11
14	15	Pre-service Orientation* Session 1	17	18
21	22	23	24	25
28	29	30	Planning with consultant	

* Training Session

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 1

TOPIC: Orientation: "How the School Library Media Center Relates to the Total School Program "

OBJECTIVES: To inform interested teachers and media specialists of the Library Training Institute to be conducted in Holmes County during the 1978-79 school year

PARTICIPANTS: Thirty teachers, four media specialists, five media aides who elected to attend training session, seventeen Special Education teachers

CONSULTANT: Dr. Myra Macon, Associate Professor, School of Library and Information Science, University of Mississippi

LOCATION: Lexington Attendance Center Library

DATE: August 16, 1978 TIME: 10:00 - 12:00

PRELIMINARY PLANNING:
- Sessions with consultant:
  To discuss the project for Library Training in Holmes County
  To familiarize the consultant with the schools, personnel, and media program in Holmes County
  To plan topics and develop strategies and methods for obtaining objectives for conducting all sessions for which the consultant would be responsible
- Telephone conversations related to Training Sessions

PROCEDURES:

Materials Used	- Specially prepared posters and book marks, publicizing the Institute - Fact sheet on Holmes County media program
Role of Consultant	- Presented the objectives of the Training Institute - Discussed the role of the media program as a vital part of the total school program - Held question and answer session
Role of Participants	- Activities limited to discussion, questions and answers concerning what the library media program has to offer the teacher.
Evaluation and Supporting Data	- Checklist of general evaluation of workshop - Itemized analysis of response to checklist
Performance Indicators	- Questions from ten participants indicated their interest in learning more about the library media center and a desire to be a part of the Training program - Circulation statistics in the school media centers and Central Media Center indicated that prior to August, 1978, 18% of the seventeen special education teachers employed in the Holmes County School District were

Performance Indicators (continued)

using learning materials from the school media centers and the Central Office Media Center to develop individual educational plans. By the end of the year, 100% were using the center.

FACT SHEET

Holmes County Media Program

DID YOU KNOW . . . .

(1) . . . that the teachers and students in the Holmes County Public Schools have access to 678 motion pictures, 292 filmstrips, record/cassette kits, 45 tapes, transparencies and slides, all of which may be checked out from a Central Media Center in the Central Office?

(2) . . . that each school library media center also has a good selection of the various kinds of audio visual materials for use in their individual schools, the total being 28,856?

(3) . . . that all of the school library media centers have special equipment, including motion picture projectors, filmstrip projectors, cassette recorders, record players, to use with these audio visual materials?

(4) . . . that the school library media centers, together with classroom libraries, have a total of 80,020 books?

(5) . . . that the schools have an average of 18 books per child?

(6) . . . that an average of $8.57 per child was spent for library materials in the Holmes County Schools last year?

(7) . . . that the schools have ample materials and equipment, but they are not being utilized to the fullest extent by students, teachers, and librarians?

(8) . . . that the Holmes County School District has received a grant for a Library Training Institute?

(9) . . . that the purpose of the Library Training Institute is to provide a library training program for school and community to increase awareness of the importance of library media centers and to stress the necessary skills for administering a library media program?

(10) . . . that in-service sessions will include administrators, teachers, librarians, aides, students and parent volunteers?

(11) . . . that we need you as a member of the Holmes County School Staff to help us make this project a success?

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Questionnaire/Opinionnaire
Evaluation Sheet *

	Yes	No
1. Were you satisfied with the length of this session?	_____	_____
Would you have preferred a longer session?	_____	_____
Would you have preferred a shorter session?	_____	_____
2. Did you receive the information you needed?	_____	_____
3. Was the subject adequately covered?	_____	_____
4. Was sufficient time allotted for you to participate?	_____	_____
5. Will this knowledge be of practical value to you in your teaching?	_____	_____

6. What was your overall impression of this session?

Excellent_____ Good_____ Fair_____ Poor_____

7. What, in your opinion, were the strengths of this session?

Leadership_____ Topics discussed_____ Practical application to instruction_____

8. How could the sessions have been improved?

More input from participants_____ Less formal discussion_____

9. What topics do you suggest for future training sessions?

____

____

____

____

____

* Note: This evaluation sheet was employed to collect written questionnaire/opinionnaire data at end of Session 1.

Orientation
Survey Data Results
August 16, 1978

1. 100% of the teachers responded that they were satisfied with the duration of the training session.

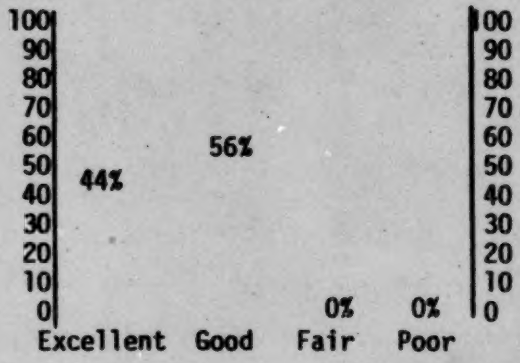
2. 100% responded that they were satisfied with the information covered.

3. 88% responded that the subject matter was adequately covered.
   12% responded that the subject matter was inadequately covered.

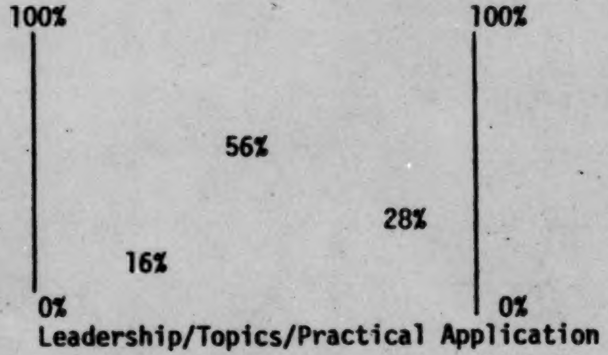
4. 100% responded that adequate time was allotted for participation.

5. 100% responded that the subject matter would be of value to them.

6. Overall impression of the session



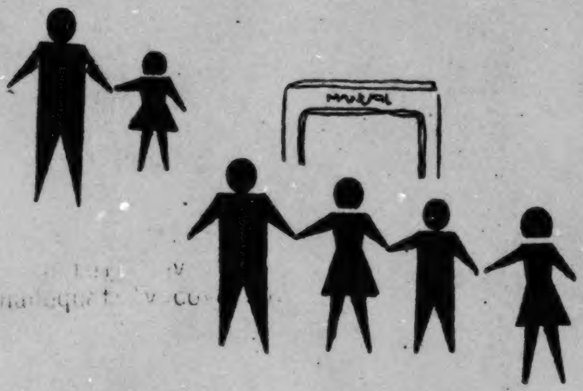
7. Strengths of the session



8. 77% of the participants stated that the training session could have been improved with more informal participation while 23% stated that more formality would have improved the training session.

9. The following topics were suggested for future training sessions: Public relations with parents/ Behavior modification and teaching principals/media materials.

Holmes County Library Training Institute



September

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4	5	6	7	8
11	12	Planning with consultant - University of Mississippi	14	Planning with consultant - Mississippi State Univ.
18	Planning with Special Ed Coordinator	Administrators Session 2	Secondary Teachers Session 3	Planning with consultants - Coahoma Jr. College
Elementary Teachers Session 4	26	27	28	Planning with consultant for Parent Volunteers

HOLMES COUNTY SCHOOL DISTRICT

LLIAM DEAN, JR.
SUPERINTENDENT

EMMETT C. REESE
ASSISTANT SUPERINTENDENT
BUSINESS AFFAIRS
TRANSPORTATION

LESLIE JOHNSON
ASSISTANT SUPERINTENDENT
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DISTRICT 2
KIRK P. THOMAS
DISTRICT 3
MATILDA BURNS
DISTRICT 4
EDDIE J. CARTHAN
DISTRICT 5 (CHAIRMAN)

P. O. DRAWER B :-: PHONE 834-2175
LEXINGTON, MISSISSIPPI 39095

September 12, 1978

TO: Principals

FROM: Laura Bowie

RE: Library Training Institute

During the last two weeks, I have met with each of you individually and explained the purpose of the Library Training Institite and what we hope to accomplish through it during this school year. I appreciate the courtesy which each of you extended me and the interest which you showed concerning the program. Your cooperation and support are very vital to the success of the Institute.

The first workshop for principals will be held at the Central Office on September 20 from 9:00 - 2:00. Subsequent workshops are listed on the enclosed schedule for September and October. A complete schedule for the first semester will follow.

Schedule of Training Sessions
September - October

DATE	PARTICIPANTS	PLACE	TIME
Sept. 20	School Principals	Central Office	9:00-2:00
Sept. 21	Secondary Teachers	Durant Att. Center	3:30-5:00
Sept. 25	Elementary Teachers	Durant Att. Center	3:30-5:00
Oct. 3	Special Education Teachers	Central Office	9:00-3:00
Oct. 6	Media Specialists, Media Aides	Central Office	9:00-2:00
Oct. 10	Media and Teacher Aides	Central Office	9:00-12:00
Oct. 16	Students	Durant Att. Center	1:00-2:30
Oct. 18	School Principals	Central Office	9:00-12:00
Oct. 20	Special Education Teachers	Field Trip - Yazoo City	8:00-3:00
Oct. 25	Special Education Teachers, Media Specialists, Media Aides	Central Office	9:00-3:00
Oct. 30	Secondary Teachers	Durant Att. Center	3:30-5:00

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 2

TOPIC: The Principal and the School Library Media Program

OBJECTIVES: To develop the leadership and responsibility role of the principal in a building level school media program

PARTICIPANTS: Seven school principals

CONSULTANT: Dr. Myra Macon, Associate Professor, School of Library and Information Science, University of Mississippi

LOCATION: Educational Services Building

DATE: September 20, 1978 TIME: 9:00 - 12:00

PRELIMINARY PLANNING: Telephone sessions--

- One session with consultant to continue sharing information about Holmes County School Media Programs and to plan areas of priority which should be stressed relative to improvement of principal's role in the media program

PROCEDURES:

Materials Used	- Handouts - List of common problems related to media centers - Trends and innovations in media centers
Role of Consultant	- Gave pre-test which was a checklist designed to identify the tasks of school media specialists which principals consider to be of major importance to the overall function of the library program - Held a discussion concerning the philosophy of the media program, emphasizing the difference between the traditional library and the media center program - Led group discussion concerning principals' problems in finding effective leadership for the promotion of good media programs
Role of Participants	- A list of grievances in problem areas was compiled and presented to the Superintendent of Education for consideration
Evaluation and Supporting Data	- Post-test (identical to pre-test) to determine if change occurred after principals' participation in activities of the training session - Itemized analysis of response to questionnaire/opinionnaire (See form, Session 1)
Performance Indicators	- Principals submitted to the Superintendent of Education a list of grievances related to common problems which are deterrents to quality library service in Holmes County Schools and requested action on same

COMMON PROBLEMS RELATING TO MEDIA CENTERS

1. Attitude of Library Media Specialists
2. Duties and Responsibilities of Media Specialist
3. Promoting Use of Library
4. Scheduling
5. Loss of Materials
6. Budget Allocations
7. Priorities
8. Volunteers

TRENDS AND INNOVATIONS RANKED ACCORDING TO PRIORITY

1. School library media facilities will be planned in consultation with media specialist.

2. School librarians will be trained as both media specialists and curriculum consultants prepared to work with teachers in instructional planning and design.

3. Increased cooperation between school and public libraries.

4. Greater emphasis on materials and equipment designed for individualized learning.

5. Greater cooperation between schools in a system, i.e., union catalogs, interlibrary loans, staff exchange, traveling storytellers, graphic artists.

6. Networking between school media centers and other library systems (academic, public, special, district, state, and regional).

7. Accountability: justification for monies requested in terms of behavioral and educational objectives.

8. Increased use of materials produced locally by students, teachers, and media specialist.

9. School libraries will become media centers with total integration (intershelving) of print and non-print materials.

10. Greater use of differentiated staffing with the library media specialist functioning in an administrative capacity at the school or district level.

11. Expanded utilization of closed circuit TV, cable TV, videotape systems.

12. Increased use of microforms.

13. The school library media center will serve primarily as an "open" facility replacing the classroom as the learning center in the school.

14. Reemphasis on books and reading (multiple copies, paperbacks), nonprint materials important, but less so.

15. Increased use of technology: computerized cataloging, computer-generated bibliographies and individualized learning packages, dial access systems, data retrieval systems--local and regional; electronic hookups between homes and schools.

16. All children's services (public and school) provided within school media centers open the year round.

17. Schools and their media centers will become community centers providing young and old with both educational and recreational facilities the year around.

18. Use of school library centers for recreational reading will decline; print collections expanding primarily in informational rather than literary areas; use of more newspapers and magazines to update book collections.

19. Professional activities such as materials selection and processing being handled regionally.

20. The school library media center will serve primarily as a resources "loaning" center supplying materials to support classroom instruction.

Taken from: School Media Quarterly 4 (Fall 1975): 20-21

Session 2 (continued)

Results and Recommendations from Principals

1. More support for media program from Central Office.
2. Employment of at least one full-time person in each media center. (Part-time aides would help in all school library media centers.)
3. Need for a job description for media specialists and media aides for accountability purposes.
4. More systematic evaluation of media centers and media programs.
5. Implementation of recommendations as discovered from evaluation.
6. Better channels of communication between teachers and media specialists.
7. More in-service for all teachers (this includes media specialists) conducted by supervisory staff in Central Office.

Directions: The check list is designed to identify the tasks that you consider to be of major importance to the overall function of the school library media specialist. Check each of the specific tasks according to the following scale.

TASKS	RATING SCALE				
The school library media specialist should:	strongly agree	moderately agree	agree	disagree	strongly disagree
1. Visit classrooms to observe the uses made of library materials.	____	____	____	____	____
2. Serve on curriculum planning committee.	____	____	____	____	____
3. Write notices to students for overdue books.	____	____	____	____	____
4. Supervise study halls in the library.	____	____	____	____	____
5. Supply information to teachers about recent developments in their special curricular subject areas.	____	____	____	____	____
6. Take attendance in the library.	____	____	____	____	____
7. Assist students in producing materials for use in their classes.	____	____	____	____	____
8. Type catalog cards.	____	____	____	____	____
9. Confer with teachers regarding their needs for additional library materials.	____	____	____	____	____
10. Check books in and out to students and faculty.	____	____	____	____	____
11. Give instruction, in large and small group settings, to students in reference skills.	____	____	____	____	____
12. Type check out cards and pockets for library materials.	____	____	____	____	____
13. Serve as resource consultant in the classroom when requested by teachers.	____	____	____	____	____

TASKS	RATING SCALE				
The school library media specialist should:	strongly agree	moderately agree	agree	disagree	strongly disagree
14. Keep the library media center quiet.	____	____	____	____	____
15. Serve on committees for evaluation textbooks for adoption.	____	____	____	____	____
16. Give book talks to classes as requested by the teacher.	____	____	____	____	____
17. Reshelve the books.	____	____	____	____	____
18. Initiate meetings with teachers to plan coordination of library materials and activities with curricular programs.	____	____	____	____	____
19. Team teach with classroom teachers to develop students' skills in the use of all kinds of instructional materials and resources.	____	____	____	____	____
20. Be a teacher first, a media specialist second.	____	____	____	____	____
21. Develop a program to orient new teachers to the media center.	____	____	____	____	____
22. Provide services to assist teachers in organizing courses around a diversity of materials rather than textbooks.	____	____	____	____	____
23. Place call numbers on books and materials.	____	____	____	____	____
24. Keep the principal informed about the activities of the media center.	____	____	____	____	____
25. Make recommendations to the building principal concerning budgeting, scheduling, and the media program.	____	____	____	____	____

Results of Principals' Session
September 20, 1978

(Checklist to identify tasks of school library media specialist.)

Task Number	Strongly Agree	Moderately Agree	Agree	Disagree	Strongly Disagree
1	28%	28%	44%		
2	43%	14%	43%		
3	86%			14%	
4	28%	14%		28%	28%
5	86%	14%			
6	44%	28%	28%		
7	71%	29%			
8	43%	14%	43%		
9	57%		43%		
10	86%	14%			
11	57%	14%	29%		
12	43%	14%	43%		
13	57%	14%	29%		
14	57%		29%	14%	
15	29%	14%	29%	14%	
16	71%		29%		
17	42%	29%	29%		
18	57%	14%		29%	
19	43%	14%	43%		
20	43%	14%	28%	14%	
21	86%	14%			
22	71%	14%	14%		
23	57%	14%	14%	14%	
24	86%	14%			
25	57%	29%	14%		

Session 2 (continued)

Questionnaire/Opinionnaire
Evaluation Sheet

	Yes	No
1. Were you satisfied with the length of this session?	____	____
Would you have preferred a longer session?	____	____
Would you have preferred a shorter session?	____	____
2. Did you receive information you needed?	____	____
3. Was the subject adequately covered?	____	____
4. Was sufficient time allotted for you to participate?	____	____
5. Will this knowledge be of practical value to you in your teaching?	____	____

6. What was your overall impression of this session?

Excellent_____ Good_____ Fair_____ Poor_____

7. What, in your opinion, were the strengths of the session?

Leadership_____ Topics discussed_____ Practical application to instruction_____

8. How could the sessions have been improved?

More input from participants_____ Less formal discussion_____

9. What topics do you suggest for future training sessions?

____

____

____

____

____

Principals' Training Session
Survey Data Results
September 20, 1978

1. 71% were satisfied with duration of session.
   14% were not satisfied with length of session.
   14% did not respond.

2. 100% were satisfied with information.

3. 100% said subject was adequately covered.

4. 100% said sufficient time was allowed for participation.

5. 100% responded that the knowledge was practical.

6. 71% thought the session was excellent.
   29% thought the session was good.

7. Strength of session (participants could respond to all three areas.)
   86% said leadership.
   57% said topics discussed.
   57% said practical application.

8. 86% thought session should have been less formal.
   14% thought session should have been more formal.

9. Suggestions for future training sessions:
   28% suggested setting library objectives.
   43% suggested instructional utilization of library materials.
   29% suggested cooperative planning.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 3 and 4

TOPIC: The Teacher and the School Media Program

OBJECTIVES:
- To assess the current level of knowledge and attitudes teachers have about the school library media program.
- To promote an improved awareness of the learning resources in the library media center.
- To encourage teachers to use media materials in their classroom instruction.

PARTICIPANTS: Sixty elementary and secondary teachers, including chairmen in the fields of English, social studies, science, mathematics, home economics, reading, and business education and four media specialists.

CONSULTANT: Mrs. Cornelia Walker, Media Specialist, Durant Attendance Center.

LOCATION: Durant Attendance Center

DATE: September 22, 25, 1978 TIME: 3:30 - 5:00

PRELIMINARY PLANNING:
- Two sessions with consultant to discuss major problems that media specialists experience with teachers and to structure training session activities which might aid in the solution of these problems.

PROCEDURES:

Materials Used

- Teacher questionnaire
- Matching games
- Characteristics of a good school library media center
- Teamwork
- Resource unit form
- Evaluation sheet
- Circulation and activity forms

Role of Consultant

- Discussed the objectives and goals of the Library Training Program.
- Discussed characteristics of a good school library media program, emphasizing the importance of library media specialist and teacher teamwork.
- Divided teachers into groups of four, according to curriculum areas.
- Presented methods which teachers would use in gathering library media relative to a particular unit of study which would be presented at the February sessions.
- Gave pre-test to determine extent of teachers' knowledge of the center.

Role of Participants

- Assessed their knowledge of the school media center (discussion of individual problems).
- Participated in matching games.

Evaluation and Supporting Data

- Questionnaire/Opinionnaire
- Teacher questionnaire was administered as a pre-test on September 22 and 25 and as a post test on February 21, 22.
- Library media center activity sheets maintained in each center.

Performance Indicators

- Teacher questionnaire (pre-test) which served as a baseline for follow-up post test in February, is included. Significant improvement shown.
- Substantial increase in library media center usage noted over remainder of year.

CHARACTERISTICS OF A GOOD SCHOOL LIBRARY

PROVIDES MATERIALS

That meet the needs of the curriculum and the student
That vary in types and levels
Which are selected cooperatively

GUIDES IN THE USE OF MATERIALS

Classification guides, card catalog, printed indexes, bibliographies, and individual assistance

ALLOWS SPACE AND TIME FOR USE, READING AND RESEARCH

Which is available to all: individual, small groups, class groups
Which may be open for summer programs

TEACHES LIBRARY AND STUDY SKILLS - LIBRARIAN (S) AND TEACHERS

Sequentially, based on need or class, or individual
Cooperatively, based on curriculum
Individually, based upon request or need
In the library and/or in the classroom

STIMULATES INDEPENDENT STUDY

Guidance in reading, listening, and viewing
Guidance in reference and research

DEVELOPS

Research skill
Asethetic appreciation
Lifetime library habits

LIBRARY MEDIA CENTER MATCHING GAME

Match the following library terms with their meanings below.

1. Fiction Book
2. Non-fiction Book
3. Copyright Date
4. Bibliography
5. Card Catalog
6. Author Card
7. Subject Card
8. Title Card
9. Call Number
10. Picture File
11. Dewey Decimal System of Classification
12. Periodical
13. Reader's Guide
14. Reference Book
15. Vertical File
16. Selection Aid
17. Audio-visual Materials
18. Education Services Center for Curriculum Materials
19. Media
20. Biography

________year of publication

________classification number plus initial of author's last name

________a publication issued at regular intervals

________an index to all the books and non-book materials in a library on cards

________Holmes County Central Office

________lists provided for careful selection of books and non-book materials

________author's name on first line of catalog card

________contains stories made up out of the imagination of author

________indexes articles in American magazines

________basic catalog card with title of book at top of card

________books primarily intended to be consulted or referred to from time to time for those seeking information

________contains pictures classified by subject

________a numbering system for classifying library materials

________contains true factual information

________a written account of someone's life

________basic catalog card with topic or subject at the top in all capital letters

________a list of books or other library materials by subject

________a subject file of pamphlet materials

________records, films, filmstrips, multimedia, pictures, etc.

________printed and audio-visual forms of communications and their accompanying technology

REFERENCE BOOKS

A. ENCYCLOPEDIA
B. DICTIONARY
C. WORLD ALMANAC
D. ATLAS
E. JUNIOR BOOK OF AUTHORS
F. AUDIO-VISUAL SOURCES
G. SERIALS
H. HANDBOOKS
I. BIOGRAPHICAL SOURCES
J. MANUALS
K. BIBLIOGRAPHIES
L. GOVERNMENT PUBLICATIONS

In which of the above reference books would you look first to locate the following kinds of information.

Place on the line provided a letter symbol for the reference book you would use to find the information.

________bare facts and statistics about a country
________charts giving birth and death of important people
________correct usage of a word
________factual description of a country
________events and progress of the previous year
________location of cities, states, and rivers
________political boundaries
________the plural of a word
________information about writers and illustrators of children's books
________synonyms and antonyms
________pictures of presidents of the United States
________the voting statistics for the previous year
________background information for a report
________all problems dealing with words
________up-to-date sports records
________information about people
________a record of first happenings, discoveries, and inventions in the United States
________recipes
________published at regular intervals
________a list of eclectic materials
________printed at government expense
________charts, drawings, slides, tapes, etc.

RESOURCE UNIT
(Sample Form)

TITLE OF UNIT____TIME/PERIOD____________

TEACHER____GRADE/SUBJECT____________

SCHOOL____

I. OBJECTIVES:

II. CONTENT:

III. TEACHING PROCEDURE:

A. TEACHER ACTIVITIES:

B. STUDENT ACTIVITIES:

IV. MATERIALS NEEDED:

A. BOOKS (ON CARDS)

B. AUDIOVISUALS (ON CARDS)

C. AUDIOVISUAL EQUIPMENT

V. MATERIALS TO REQUEST FOR PURCHASE ON SPECIAL SLIPS

TEACHER
TEAMWORK AND = EFFECTIVE MEDIA PROGRAM
SCHOOL LIBRARY MEDIA SPECIALIST

Teachers are the positive force which creates the need and demand for library media use. Here are some ways teachers may expect the school library media specialist to be of assistance and also some ways teachers may cooperate with the media specialist.

WHAT THE MEDIA SPECIALIST CAN DO FOR YOU

ASK FOR:

- A copy of library media regulations so that you may be advised about library policies
- An introduction to all materials in the media center in your field
- Professional books and magazines in the teachers' COLLECTION
- (If desired) current periodicals which you may borrow overnight

EXPECT THE MEDIA SPECIALIST TO SEND YOU:

- Notices on new materials in the library media center
- New books in your field for you to scan
- Information about materials which you may wish to order

PLEASE REQUEST:

- Cooperation in teaching your classes how to find all media materials
- Certain periods to bring your classes to the library media center to use all resources under guidance of teacher and media specialist
- Temporary collections of books for classroom use
- Informal book talks for your classes and homeroom to stimulate reading
- Media specialist to help pupil committees compile bibliographies for class use

WE ARE GLAD TO:

- Arrange exhibits of materials of interest for various groups
- Help you find suitable materials on units to be studied
- Supply back issues of magazines for clipping

DID YOU KNOW:

- That all media materials are cataloged in the card catalog
- That all media materials may be checked out of the media center
- That teachers may borrow books and other materials for indefinite periods of time
- That the media center has a file of publishers' catalogs for your use
- That book covers are available for bulletin boards and displays
- That the media specialist can put you in touch with other media centers for additional materials needed

WHAT YOU CAN DO AS TEACHERS:

- Make suggesitons for improving the media center and its services
- Help in keeping the media materials up-to-date and useful
  -)Ask for a supply of request slips for new materials
  -)Borrow book selection aids from the center to select new materials for order

Notify media specialist when possible about special assignments
Check with media specialist before sending large groups of students to the center
Urge students to return books on time
Please send 'stray' books back to the media center
Advise media specialist about exceptional children who might need special help
Remind students about library 'etiquette'
Invite media specialist to your room to see special exhibits or hear book talks

YOU ARE INVITED:
To exhibit classroom projects in the media center
To place on reserve the materials to be used by an entire class

EVALUATION SHEET

Films, Filmstrips, Records, Multimedia, Tapes, Transparencies, Study Prints

TITLE ____________________

PRODUCER ____________________

DESCRIPTION ____________________

RUNNING TIME ____________________

SOUND ( ) SILENT ( )

COLOR ( ) B AND W ( )

GRADE LEVEL ____________________

SUBJECT AREA ____________________

USES ____________________

____

TECHNICAL QUALITIES ____________________

SYNOPSIS OF CONTENT ____________________

____

____

____

____

RATING ____________________

____

COMMENTS ____________________

____

____

____

SIGNATURE ____________________

Teacher Questionnaire

1. Do you use the library media center in your teaching activities?

_______ Frequently
_______ Sometimes
_______ Never

2. How often do you use a library for your own needs, professional and personal?

_______ Daily
_______ Once a week
_______ Once a month
_______ Once a semester

3. When the library you use doesn't have the information you need, do you

_______ Go to another library
_______ Give up
_______ Ask the librarian to order it

4. Are you normally able to find the materials which you and your students need in the school library media center?

_______ Always
_______ Frequently
_______ Sometimes
_______ Never

5. Do you plan units of study which require students' use of the library?

_______ Frequently
_______ Sometimes
_______ Never

6. When you plan an assignment for which students will need to use the library, do you have planning sessions with the media specialist?

_______ Frequently
_______ Sometimes
_______ Never

7. How do you check to see if the libraries have what you need before making an assignment?

_______ Contact the librarian
_______ Check the card catalog yourself
_______ Send a student to check
_______ Do not do so

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8. Do you find library employees helpful and courteous in assisting you in the use of the library?

_______ Always
_______ Frequently
_______ Sometimes
_______ Never

9. Do you send students to the library for independent study and research?

_______ Never
_______ Occasionally
_______ Frequently
_______ Constantly
_______ Classroom library (added by teachers)

10. If you are receiving less than excellent service, which factors are the cause?

_______ Inconvenient library hours
_______ Inconvenient location
_______ Incompetent or discourteous staff
_______ Lack of leisure time
_______ No need for library materials
_______ Lack of skills needed to use the library
_______ Lack of needed materials in the library collection
_______ Use of other resources (added by teachers)

11. Library service could be improved by:

_______ More books
_______ Better books
_______ More audio-visual materials
_______ Conferences between librarians and teachers to select materials and plan ways for the library to become an integral part of classroom learning
_______ Teaching of library skills to children
_______ Simplifying the procedure for finding books
_______ More permissive policies about book use--longer loan periods, overnight loan of reference books, etc.
_______ Keeping the library open longer
_______ More knowledgeable library staff
_______ More staff members
_______ More study space in the library
_______ Photocopy equipment
_______ Better location for the library
_______ Better arrangement of library materials
_______ Other

12. What phases of library service would be most helpful in your teaching activities?

_______ Book talks and discussions
_______ Lessons on encyclopedias
_______ Lessons on other reference books and materials
_______ Lessons using audio-visual materials
_______ Lessons on how to use the library
_______ Materials provided for units of study
_______ Opportunity for students to pursue independent study
_______ Reading guidance
_______ Recreational reading
_______ Storytelling

Check the grade or subject that you teach.

Grade 1 _______
Grade 2 _______
Grade 3 _______
Grade 4 _______
Grade 5 _______
Grade 6 _______
Grade 7 _______
Grade 8 _______

English _______________
Mathermatics ___________
Social Studies _________
Science _______________
Other (specify)
____
____
____

Secondary Teachers' Training Session
September 21, 1978
Survey Data Results

1. 31% said they frequently used the library in teaching.
   69% said they sometimes used the library in teaching.
   None said they never used the library in their teaching activities.

2. 12% said they used the library daily, either professionally or personally.
   46% said once a week.
   26% said once a month.
   8% said once a semester.
   4% said when necessary.
   4% did not respond.

3. 38% use another library when theirs doesn't have needed information.
   4% gives up.
   70% asks the librarian to order needed material.
   12% goes to another library and asks librarian to order.

4. 12% are always able to find needed material in library.
   38% are frequently able to find needed material.
   50% sometimes can find needed material.

5. 15% frequently plan units of study that require student's use of library.
   81% said they sometimes planned such study.
   4% said they never planned this type study.

6. 23% said they frequently had planning sessions with librarians.
   46% said they sometimes had planning sessions.
   31% said they never had such sessions.

7. 73% said they contacted the librarian for needed material before assigning work.
   34% said they checked the card catalog themselves.
   23% said they did both of these things.
   8% sends a student to check.
   8% does not check library.

8. 69% always find library employees helpful and courteous.
   23% frequently find library employees helpful and courteous.
   8% said library employees were helpful and courteous sometimes.

9. 84% said they occasionally sent students to the library for independent study.
   16% said they frequently sent students to library.
   None said that they never sent students to the library for study.

10. Reasons given for less than excellent library service:
    42% said inconvenient library hours.

10. (continued)
19% said lack of leisure time.
4% had no need of library material.
8% are lacking in skills to use library.
12% said library was lacking in needed materials.
12% use other resources.
15% did not respond.
4% said question was not applicable to their situation.

11. How library service could be improved:
27% said more books.
19% said better books.
27% said more audio-visual material.
65% said conferences between librarians and teachers.
35% suggested teaching library skills to children.
4% thought procedure for finding books could be simplified.
15% wanted more permissive policies concerning book use.
19% suggested keeping the library open longer.
4% thought a more knowledgeable library staff was needed.
31% said more library staff members were needed.
27% said more study space in library was needed.
19% said photocopy equipment was needed.
4% specified free photocopy.
4% suggested better arrangement of library materials.
4% said elementary library was needed.

12. Phases of library service that would be most helpful:
31% said book talks and discussions.
8% said lessons on encyclopedias.
15% said lessons on other reference books and materials.
38% said lessons on use of audio-visual material.
23% said lessons on how to use the library.
31% said materials provided for units of study.
35% said opportunity for students to pursue independent study.
19% said reading guidance.
19% said recreational reading.
8% said storytelling.

Note: Some of above items come to more than 100% reflecting possibility of choosing more than one answer. See questionnaire items 3, 7, 10, 11, and 12.

Elementary Teachers' Training Session
September 25, 1978
Survey Data Results

1. 21% said they frequently used library in teaching activities.
   79% said they used the library sometimes.
   None said that they never used the library in their teaching activities.

2. 4% said they used the library daily.
   54% said they used the library once a week.
   38% said they used the library once a month.
   4% did not respond.

3. 33% said they went to another library when they didn't find information.
   4% said they gave up.
   63% said they asked the librarian to order needed material.

4. None said they could always find needed material in school library.
   33% said they could frequently find needed material.
   67% said they could sometimes find material.
   None said they could never find needed material.

5. 13% said they frequently had planning sessions with librarian.
   57% said they sometimes had sessions.
   17% said they never had such sessions.
   13% did not respond.

6. 13% said they frequently had planning sessions with librarian.
   57% said they sometimes had sessions.
   17% said they never had such sessions.
   13% did not respond.

7. 67% said they contacted librarian concerning needed material.
   25% said they checked the card catalog.
   8% said they contacted librarian and checked card catalog.
   None said they sent a student to check.
   8% said they did not check for material in library when assigning work.
   8% did not respond.

8. 45% said library employees were always helpful and courteous.
   17% said library employees were frequently helpful and courteous.
   38% said sometimes library employees were helpful and courteous.
   None said library employees were never helpful and courteous.

9. 17% said they never sent students to the library for independent study.
   34% said they occasionally did.
   8% said they frequently did.
   8% said they constantly sent students.
   25% said they sent students to classroom library for study and research.

10. Causes of less than excellent library service:
    29% said inconvenient library hours.
    4% said inconvenient location.
    None said incompetence or discourtesy.
    50% said lack of leisure time.
    None said no need of library materials.
    17% said they lacked skill to use library.
    4% said they needed some materials the library did not have.
    4% said they used other resources.

11. Ways that library service could be improved:
    33% said more books.
    25% said better books.
    29% said more audio-visual material.
    71% needed conferences with librarians in selecting material.
    46% thought library skills should be taught to children.
    17% thought procedure for finding books should be simplified.
    None thought more permissive policies were needed.
    25% wanted library kept open longer.
    17% wanted more knowledgeable library staff.
    13% wanted more staff members.
    21% thought more study space was needed.
    13% recommended more photocopy equipment.
    8% said library could be better located.
    29% thought library materials could be better arranged.

12. Helpful library services:
    17% said book talks and discussions.
    13% said lessons on encyclopedias.
    8% said lessons on other reference books and materials.
    25% said lessons on using audio-visual material.
    25% said lessons on how to use the library.
    17% said materials provided for units of study.
    33% said opportunity for student's independent study.
    8% said reading guidance.
    13% said recreational reading.
    33% said storytelling.
    8% did not respond.

Grade or subject:

25% First Grade
21% Second Grade
21% Third Grade
13% Fourth Grade
13% Fifth Grade
13% Sixth Grade

4% English
13% Mathematics
4% Social Studies
13% Science
13% Other

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Questionnaire/Opinionnaire
Evaluation Sheet

	Yes	No
1. Were you satisfied with the length of this session?	____	____
Would you have preferred a longer session?	____	____
Would you have preferred a shorter session?	____	____
2. Did you receive information you needed?	____	____
3. Was the subject adequately covered?	____	____
4. Was sufficient time allotted for you to participate?	____	____
5. Will this knowledge be of practical value to you in your teaching?	____	____

6. What was your overall impression of this session?

Excellent______ Good______ Fair______ Poor______

7. What, in your opinion, were the strengths of this session?

Leadership______ Topics discussed______ Practical application to instruction______

8. How could the session have been improved?

More input from participants______ Less formal discussion______

9. What topics do you suggest for future sessions?

____

____

____

____

____

Secondary Teachers' Training Session
Survey Data Results
September 22, 1978

1. 96% were satisfied with the length of the workshop.
   4% would have perferred a shorter workshop.

2. 88% received the information they needed.
   12% said they did not.

3. 92% said the subject was adequately covered.
   4% said the subject was not adequately covered.
   4% did not respond.

4. 96% said sufficient time was allowed for participation.
   4% said inadequate time was allowed for participation.

5. 92% said the knowledge would be practical value in teaching.
   4% said knowledge was of no practical value for teaching.
   4 % did not respond.

6. 30% thought the workshop was excellent.
   58% thought the workshop was good.
   12% thought it was fair.

7. 38% thought the strength of the workshop was leadership.
   12% said topics discussed was the strength of the workshop.
   38% said the practical application to instruction was strength.
   4% checked all three points as strength of workshop.
   8% checked leadership and practical application.
   12% did not respond.

8. 38% thought session could have been improved by more input from participants.
   12% thought less formal discussion would have improved workshop.
   50% did not respond.

9. 64% did not have a suggestion for future workshops.
   4% suggested ways of getting teachers involved in library use.
   4% want 'way of bringing high school closer to college level instead of lowering college level.
   4% want workshop on how to use the vertical file.
   4% want workshop on how to use AV materials and equipment.
   4% said 'use of Reader's Guide and card catalog'.
   4% said 'how students can enjoy library studies'.
   8% suggested 'methods for motivating students to use library.
   4% were interested in possibility of mini-libraries in classrooms.

Elementary Teachers' Training Session
Survey Data Results
September 25, 1978

1. 100% were satisfied with length of workshop.

2. 100% received needed information.

3. 96% said the subject was adequately covered.
   4% did not respond.

4. 100% agreed sufficient time was allotted for participation.

5. 96% said the knowledge would be of practical value to them in teaching.
   4% did not respond.

6. 13% gave overall impression of workshop as excellent.
   79% said it was good.
   4% said it was fair.

7. 46% said the strength of the workshop was leadership.
   33% said it was topics discussed.
   21% said it was practical application to instruction.

8. 50% thought session could have been improved by more input from participants.
   25% thought there was too much formal discussion.
   25% did not respond.

9. 63% did not have a suggestion for future workshops.
   4% named 'outside resources'.
   4% wanted 'selection of books on monthly terms according to grade level'.
   8% suggested in-service training for teachers on use of library and materials.
   4% suggested a metric workshop.
   4% suggested 'how to involve parents on library assignments'.
   4% wanted a workshop to familarize teachers with library.
   4% said 'how to use the library without a librarian'.
   4% said ' how to really use the library'.

Library Media Center Usage
Classroom Teachers

School____________________ Teacher____________________ Subject or Grade____________

CIRCULATION

Date	Books	AV	Magazines	Newspapers	Equipment	Examination of Material	Other

PLANNING

Date	Title of What Was Planned	Length of Planning Session	Outcome

SCHOOL__________________________ LIBRARY MEDIA CENTER ACTIVITY SHEET WEEK____________________

Day	Period	Grade	No. Pupils		Brief Description of Activity	Persons Involved in Planning
			T-1	Others		
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Holmes County Library Training Institute

October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	Special Ed Teachers Session 5
Parent Volunteers Session 6	Media Sp Media Aides Session 7	11	Media Sp Media Aides Session 8	Planning conference - University of Mississippi
Students' "Film Fun" Session 9	17	Principals Media Sp Media Aides Session 10	Planning with Special Ed Coordinator	20
23	24	Special Ed Teachers Session 11	26	27
Secondary Teachers Media Sp Media Aides Session 12	31			

HOLMES COUNTY SCHOOL DISTRICT

WILLIAM DEAN, JR.
SUPERINTENDENT

[illegible]ETT C. REESE
ASSISTANT SUPERINTENDENT
BUSINESS AFFAIRS
TRANSPORTATION

DAVID C. JONES
ASSISTANT SUPERINTENDENT
FEDERAL PROGRAMS
INSTRUCTION

P. O. DRAWER B :-: PHONE 834-2175
LEXINGTON, MISSISSIPPI 39095

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September 12, 1978

TO: Special Education Teachers

FROM: Laura Bowie

RE: Library Training Institute

During the month of October, I have scheduled for you two workshops and one field trip as part of the Library Training Institute. Listed below is a schedule indicating time, place, and date of each meeting.

Enclosed is a list of materials which you will need to bring to the workshop on "Creative Learning Experiences," which involves the production of various instructional materials for use in your classroom.

DATE	TOPIC	PLACE	TIME
October 3 *	Creative Learning Experiences in the School Media Center	Central Office	9:00 - 3:00
October 20 *	Field trip to Yazoo City Learning Center	Meet at Central Office	8:00 A.M.
October 25	Selecting Instructional Materials for use with Special Education Students	Central Office	9:00 - 3:00

* Notice dates and topic changed later.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 5

TOPIC: Production of Media Enrichment Material for Use with Exceptional Children

OBJECTIVES: To instruct participants in production of various types of instructional materials for use with the exceptional child in the classroom

PARTICIPANTS: Seventeen special education teachers, Holmes County special education supervisor

CONSULTANT: Mr. John Barlow, Supervisor of Educational Media Services, Mississippi State Department of Education

LOCATION: Educational Services Building

DATE: October 6, 1978 **TIME:** 9:00 - 2:00

PRELIMINARY PLANNING:

- Two sessions and a number of telephone conferences to discuss production techniques and to determine quantity of material and equipment necessary for conducting session to provide hands-on experiences
- A list of materials and equipment was finalized and resources procured

Session 5 (continued)

PROCEDURES:

Materials Used	- See list - Dry mount press - Copying machine for transparencies - Overhead projector
Role of Consultant	- Demonstrated and supervised how to produce transparencies, color lifts, dioramas, cut letters, folding display easels, hot and cold lamination, enlargements from grid drawings, dry mounting, puppets, flannel board story materials.
Role of Participants	- Each participant demonstrated his ability to produce instructional materials, based on the techniques demonstrated by the consultant. Each activity was related to a child with a specific learning problem as selected by special education teachers prior to the session.
Evaluation and Supporting Data	- Questionnaire/Opinionnaire evaluation of session - Itemized analysis of response to questionnaire - Instructional materials - Questionnaire and analysis of responses
Performance Indicators	- All teachers were observed by the Supervisor of Special Education, who found that many of the ideas introduced in this training session were being used in classroom instruction--e.g. transparencies, puppets, display easels, cut letters, laminated pictures.

Creative Learning Experiences in the School Media Center

Materials Used

- Contact paper (clear, slick) ½ yd. per participant
- 1 pkg. transparency markers (water base)
- 1 pkg. brown paper bags (lunch size)
- * Scraps of fabric (material)
- Elmer's glue
- Sheets of poster board (white) 1 per participant
- * Pieces of wool yarn
- Scotch tape
- Masking tape
- Bag of cotton balls
- 2 pkg. construction paper (assorted)
- * Rulers
- Straight pins
- Pipe cleaners
- * Old buttons
- * Old beads
- * Scissors
- * Children's magazines
- * Children's books (old, discarded)
- * Magazines for colorful pictures
- Dry mounting tissue
- Laminating film
- Seal release paper
- Razor blades
- Frames for transparencies
- Equipment: Overhead projector

Note: Starred items were furnished by teachers; other items were supplied by Institute.

Instructional Materials Questionnaire
Special Education Teachers
October 6, 1978

1. Which of the following materials do you use most frequently in classroom instruction?

__________books
__________records
__________cassette tapes
__________filmstrips
__________posters
__________charts
__________picture sets
__________transparencies
__________slides
__________flannel board material
__________motion pictures
__________magazines

2. In which of the following ways would library services be most helpful to you in teaching?

__________(a) Materials sent to classrooms at request of teachers
__________(b) Materials introduced which center around particular units of work
__________(c) Helping small groups of students in selection of reading material
__________(d) Helping small groups of students in selection and use of audio-visual materials
__________(e) Assisting individual students in selection and use of materials which reinforce a particular skill
__________(f) Story hours
__________(g) Book talks related to units of work

3. How can library services be improved to be of more advantage to you and your students?

__________Library services available at any time the teacher requests individual or group work on particular skills
__________Regularly scheduled class visits
__________Librarian to meet frequently with teachers for planning units of work
__________Include in the media collection more suitable materials for special education students and teachers

4. Which of the following would be most useful to you?

__________Learning activities using audio-visual media
__________Selection and utilization of materials
__________Production of materials
__________Reading guidance
__________Operation and use of equipment

Instructional Materials Questionnaire
Special Education Teachers
October 6, 1978
Survey Data Results *

1. Materials most frequently used in classroom instruction:
   Books - - - - - - -- - 89%
   Records - - - - - - 39%
   Cassette tapes - - - 50%
   Filmstrips - - - - - 39%
   Posters - - - - - - -72%
   Charts - - - - - - - 61%
   Picture sets - - - - -72%
   Transparencies - - - -None
   Slides - - - - - - - -None
   Flannel board - - - - 22%
   Motion pictures - - - None
   Magazines - - - - - - 56%

2. Ways library services would be most helpful:
   50% wanted materials sent to classroom upon request.
   33% wanted materials centered around particular units of work.
   50% thought helping small groups of students in selection of books.
   17% thought helping small groups of students in selection of audio-visual material.
   72% thought assisting individuals in selection and use of materials.
   56% said story hours.
   11% said book talks related to units of work.

3. Ways library services could be improved:
   22% said availability at any time the teacher requests work on particular skills.
   22% said regularly scheduled class visits.
   22% wanted librarian to meet frequently with teachers for planning.
   78% wanted more suitable materials for Special Education students and teachers.

4. Services and skills of most value:
   39% said learning activities using audio-visual media.
   50% said selection and utilization of materials.
   11% said production of materials.
   28% said reading guidance.
   39% said operation and use of equipment.

* Some of the above items come to more than 100% reflecting the possibility of choosing more than one answer.

Questionnaire/Opinionnaire
Evaluation Sheet

	Yes	No
1. Were you satisfied with the length of this session?	_____	_____
Would you have preferred a longer session?	_____	_____
Would you have preferred a shorter session?	_____	_____
2. Did you receive information you needed?	_____	_____
3. Was the subject adequately covered?	_____	_____
4. Was sufficient time allotted for you to participate?	_____	_____
5. Will this knowledge be of practical value to you in your teaching?	_____	_____

6. What was your overall impression of this session?

Excellent______ Good______ Fair______ Poor______

7. What, in your opinion, were the strengths of this session?

Leadership______ Topics discussed______ Practical application to instruction______

8. How could the session have been improved?

More input from participants______ Less formal discussion______

9. What topics do you suggest for future sessions?

____

____

____

____

____

Special Education Training Session
Survey Data Results
October 6, 1978

1. 100% were satisfied with length of training session.

2. 100% received the needed information.

3. 100% thought the subject adequately covered.

4. 76% thought enough time was allowed for participation.
   12% did not think enough time was allowed.
   12% did not respond.

5. 94% said the knowledge would be of practical value in teaching.
   6% did not respond.

6. 82% thought the training session was excellent.
   18% thought it was good.

7. 35% thought the strength of the training session was leadership.
   18% said topics discussed.
   82% said practical application.
   (Some responded to all three.)

8. 88% thought less formal discussion would have improved training session.
   12% did not respond.

9. 29% had no suggestions for future training sessions.
   29% suggested utilization of visual aids and kits.
   42% wanted a continuation of the same type training session (making classroom materials).

MARK YOUR CALENDAR!

October 2, 1978

TO: Parent Volunteers

FROM: Laura Bowie, Director

RE: Volunteer Services in Libraries

Thank you for volunteering to spend a portion of your time in helping students and librarians in the Holmes County School libraries. This service will be invaluable to the schools, and I feel sure that it will be a pleasant experience for you.

In order for us to become better acquainted, I have scheduled a meeting for Monday, October 9 at Lexington Attendance Center from 10:00 a.m. to 12:30 p.m. Mrs. Eva Archer, former librarian at LAC will conduct the meeting, and lunch will be provided for you.

If you do not have a means of transportation, it is permissible for you to ride the school buses to and from the schools.

I look forward to meeting you on Monday, October 9.

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 6

TOPIC: Parent Volunteers and the School Media Program

OBJECTIVES: To acquaint parents with the purpose of the Library Training Institute and to define their role in a successful library media program

PARTICIPANTS: Four parents (three acquired by consultant)

CONSULTANT: Mrs. Eva Archer, Media Specialist (Retired)

LOCATION: Lexington Attendance Center

DATE: October 9, 1978 **TIME:** 10:00 - 2:00

PRELIMINARY PLANNING:

- Two planning sessions with the consultant (approximately 3 hours) to outline procedures for first session with parents.
- Discussion of problems related to lack of participation of parents.

Session 6 (continued)

PROCEDURES:

Materials Used	- Worksheet - Examples of catalog cards
Role of Consultant	- Explained the general philosophy and objectives of a school media center and stressed the importance of parents as necessary partners in a successful school media program. - Held question-answer period to determine participants' general knowledge of school library media centers. - Introduced three kinds of catalog cards.
Role of Participants	- Discussed what they considered to be a parent's responsibility to the school and the library program. - Demonstrated their knowledge of library procedures through participation in planned activities.
Evaluation and Supporting Data	- General opinionnaire of school media centers. - Itemized analysis of responses.
Performance Indicators	- Five volunteers began work in two of the school library media centers the day following this meeting. Because of their effectiveness in one of the media centers, a principal found means to employ a media aide to take the place of the volunteers who were forced to terminate their services, due to illness.

Worksheet
DEWEY DECIMAL CLASSIFICATION SYSTEM
Parents' Training Session

Draw a line from the subject to the correct classification number.

000 - 099
200 - 299
400 - 499
700 - 799
F
300 - 399
SC
600 - 699
500 - 599
E
900 - 999
100 - 199
800 - 899
910 - 919
920 - 921
R

General Works
Fiction
Religion
Useful Arts
Literature
Geography and Travel
Philosophy
Reference
Social Science
Easy Books
Languages
Biography
Science
Fine Arts
Story Collection
History

CATALOG CARDS

America begins again

333 Glover, Katherine

Title Card

BIRDS

598

Subject Card

917.3 Langdon, William Chauncy

Author Card

CATALOG CARDS

629.1 Thompson, Brenda
T Famous planes. Lerner, 1977.
unp. illus.

Presents basic information about the vehicles of powered flight from the Montgolfier brothers' balloon to today's Concorde and X-15.

1. Airplanes I. Title

Author Card

Famous planes

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AIRPLANES

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1. Airplanes I. Title

Subject Card

Parent Volunteer Questionnaire
October 9, 1978

1. What do you think of the value of a library in a school?

________ Very important
________ Important
________ Not important

2. Does your child ever talk about the library?

________ Yes
________ No

3. Does your child bring home library materials (books, etc.)?

________ Yes
________ No
________ I don't know

4. Have you ever visited your school library?

________ Yes
________ No

5. Do you know your school librarian?

________ Yes
________ No

6. Did you know that other materials besides books are available in your school library?

________ Yes
________ No

7. What do you expect your child to receive from the school library?

________ Books to take home for pleasure reading
________ Books to take home to help with homework
________ Magazines to read
________ Newspapers to help keep up with the news

8. Why are you interested in working in your school library?

________ I have extra time
________ I enjoy working with children
________ I am interested in my child's school
________ Other

Parent Volunteers
Survey Data Results
October 9, 1978

1. 100% think a school library is very important.

2. 100% said their children talk about the library.

3. 100% said their children bring home library materials.

4. 75% have visited the school library.
   25% have not visited the school library.

5. 100% said they knew the school librarian.

6. 100% were aware of other materials in the school library besides books.

7. 75% expect their child to use the library for pleasure reading.
   100% expect their child to use the library for study.
   50% expect their child to read magazines from the library.
   75% expect their child to read newspapers from the library.

8. 75% said they were interested in working in the school library because they have extra time.
   75% said they enjoyed working with children.
   100% said they were interested in their child's school.

MARK YOUR CALENDAR!

September 27, 1978

TO: Selected Instructional Aides

FROM: Laura Bowie

RE: Library Training Institute

You have been chosen to represent your school as a participant in the Library Training sessions which will be held for media aides and teacher aides.

During the first semester, you will receive library training which will prepare you to work in your own media center; during the second semester, you will engage in practice work in your school library media center.

I feel that this is one of the most important parts of the Library Training Institute, and I look forward to working with each of you.

Below is a schedule of the training sessions which you will be expected to attend during this semester.

DATE	PARTICIPANTS	PLACE	TIME
Oct. 10	Media specialists, media aides, selected teacher aides	Tchula Att. Center Elementary Media Center	10:00-12:00
Nov. 6	Media aides, other selected teacher aides	Central Office	9:00-2:00
Nov. 14	Media specialists, media aides, selected aides	Central Office	10:00-12:00
Dec. 5	Media aides, other selected aides	Central Office	9:00-2:00

HOLMES COUNTY SCHOOL DISTRICT

WILLIAM DEAN, JR.
SUPERINTENDENT

EMMETT C. REESE
ASSISTANT SUPERINTENDENT
BUSINESS AFFAIRS
TRANSPORTATION

LESLIE JOHNSON
ASSISTANT SUPERINTENDENT
FEDERAL PROGRAMS
INSTRUCTION

P. O. DRAWER B :-: PHONE 834-2175
LEXINGTON, MISSISSIPPI 39095

BOARD MEMBERS
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DISTRICT 3
MATILDA BURNS
DISTRICT 4
EDDIE J. CARTHAN
DISTRICT 5 (CHAIRMAN)

October 3, 1978

Mr. Charles Reid, Academic Dean
Coahoma Junior College
Route 1, Box 616
Clarksdale, Mississippi 38614

Dear Sir:

Two of the members of your library staff, Mrs. Mirian Green and Mrs. Dorothy Cummings, have kindly consented to lead training sessions in library training for teacher aides in the Holmes County Public Schools if they can be released from their duties at the College.

Would you please release them to hold training sessions in our county on October 10 and November 14? We feel that you are fortunate to have such enthusiastic and knowledgeable ladies on your faculty, and we shall appreciate your sharing them with us for these two days.

Sincerely,

Laura M. Bowie, Director
Library Training Institute

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 7

TOPIC: Aides Learn Media Skills

OBJECTIVES: To teach media aides and teacher aides selected library media skills

PARTICIPANTS: Four library media specialists, four media aides, twenty-seven teacher aides

CONSULTANT: Mrs. Mirian Green, Librarian, Coahoma Junior College and Mrs. Dorothy Cummings, Assistant Librarian, Coahoma Junior College

LOCATION: Tchula Attendance Center

DATE: October 10, 1978 TIME: 10:00 - 12:00

PRELIMINARY PLANNING:
- Four-hour conference with consultants to outline objectives and procedures for session.

Session 7 (continued)

PROCEDURES:

Materials Used	- Job description - Exercises for using various reference tools - Slides - Reference books (see list on exercise sheet)
Role of Consultant	- Lectured on role of media aides and teacher aides in the school library media program - Presented slides on how to use special reference tools - Directed practice in use of various reference tools to answer questions on exercise sheets
Role of Participants	- Participated in the planned activities for using dictionaries, almanacs and yearbooks, atlases, Reader's Guide, handbooks
Evaluation and Supporting Data	- Questionnaire/Opinionnaire analysis of responses
Performance Indicators	- Completion of sample exercise sheets during sessions. - Information based on observation made by the project director revealed that the media aides showed a significant knowledge of basic media skills as they practiced in the school media centers.

JOB DESCRIPTION FOR SCHOOL LIBRARY MEDIA AIDES

Acquisitions

1. Verifying, pricing, and publishing information.
2. Searching the shelves and checking the card catalog to avoid duplication of materials.
3. Writing order information on order cards.
4. Filing order forms.
5. Checking invoices for correctness of order.
6. Writing in all necessary information on the title page of each book.
7. Accessioning and stamping all new books.
8. Assisting with the maintenance of the accession record.
9. Checking and verifying bibliographic information as needed by library staff.

Cataloging and Processing

1. Assigning author numbers (typing).
2. Color banding reference books.
3. Pasting in book pockets.
4. Affixing classification numbers.
5. Enclosing book jackets in transparent covers.
6. Checking books for accuracy of processing.
7. Shelving new books.
8. Filing shelf list and catalog cards.
9. Writing information for ordering catalog cards.
10. Typing catalog cards according to accepted form from information supplied by cataloger.
11. Adding shelf list information to shelf list card as directed by cataloger.

12. Adding headings to unit cards.
13. Removing cards from main catalog or shelf list for discarded materials.
14. Checks and verifies bibliographic data for cataloging purposes with regard to print and non-print materials.
15. Preparing card order lists.

Reference and Serials

1. Stacking like titles of magazines and newspapers on shelves after they are moved from the rack.
2. Assisting students in locating reference materials.
3. Placing newspapers and magazines in proper places after they are checked in.
4. Reading reference shelves.
5. Clearing tables.
6. Stamping periodicals with ownership and date.
7. Picking up mail.
8. Clipping articles from old newspapers and magazines.
9. Assisting in preparing periodicals for the bindery.
10. Doing simple bindery.

Circulation

1. Assisting with charging materials.
2. Shelving returned books.
3. Making mimeo stencils and paper copies.
4. Dry mounting materials, laminate; making color lifts.
5. Operating lettering and drawing devices.

EXERCISE SHEET

HANDBOOKS

1. Locate some sample letters of thanks.______________________________
2. How would you address a letter to the President of the United States?

   ____

3. Locate samples of notes of sympathy.____________________________
4. What is meant by the literary term allusion?________________________
5. What is an editorial?____
6. What type of first aid would you administer a snake bite victim?

   ____

7. Locate a picture of a red-eared turtle.____________________________
8. Find a section on writing footnotes for term papers.__________________

   ____

9. Where could a secretary look to find examples of the block styles of business letters?____
10. Locate some quotations of Benjamin Franklin.________________________

Monro, Kate M., The Handbook of Social Correspondence. Macmillan Co. c1936, 307p.

Holman, Hugh C., A Handbook of Literature. Odyssey Press, New York c1936, 594p.

Conant, Roger, A Field Guide to Reptiles and Amphibians of Eastern and Northern America. Houghton Mifflin Company, Boston, c1975, 429p.

Turabian, Kate L., Students Guide to Writing College Papers. University of Chicago Press, c1976, 256p.

Klein, A. F., The New World Secretarial Handbook. Collins World Publishing Co. c1974.

Bartlett, John, Bartlett's Familiar Quotations. Little Brown and Company, Boston c1968, 1750p.

Ladner, Heber, Mississippi Official and Statistical Register 1972-1976. Mississippi State Government Printing Office

EXERCISE SHEET
ATLASES AND GAZETTEERS

1. Locate a political world map.____________________________

2. Where are Cagarras Islands located?______________________

3. How long is the Rio Bravo River?_________________________

4. Where is Ripley, Mississippi located?____________________

5. Locate an alphabetical listing of the major cities of the world.

   ____

6. If you travel highway 55 from the southern edge of Mississippi to the northern most part of the U. S. in which state would you end up?____

7. What is the former name of Ramandi in Iraq?_______________

The World Book Atlas. Field Enterprise Educational Corporation. Chicago c1973.

Webster's Geographical Dictionary. G. & C. Merriam Co., Springfield, Mass. c1965.

Paxton, John, World Gazetteer. St. Martin's Press, New York, c1975.

EXERCISE SHEET
ALMANACS AND YEARBOOKS

1. How many American writers have received Nobel prizes in literature?
2. What was the population of the United States in 1650?
3. Locate the U. S. Postal regulations.
4. Locate a complete listing of the Mississippi state officials for 1976.
5. Give the size of Holmes County in square miles.
6. What was the total population of Holmes County in 1968?
7. What is the tallest building in the world and where is it located?
8. What are the Seven Wonders of the world?

Information Please Almanac 1978.
The Viking Press, New York c1977.

Clements, John, Taylor's Encyclopedia of Government Officials.
Political Research, Inc., Dallas, Texas c1974.

Corkran, Jack A., Mississippi Statistical Abstract.
Research and Development, Jackson, MS c1971.

McWhirter, Norris, Guinness Book of World Records.
Sterling Publishing, New York c1977.

EXERCISE SHEET

DICTIONARIES

1. Locate the pronunciation of the word galvanometer.______________________
2. Locate other terms that can be used instead of the word ask.____________
   ____
3. How is the word vacation divided into syllables?______________________
4. What part of speech is the word paillette?____________________________
5. How is the plural of lady spelled?___________________________________
6. Which spelling is correct? (a) calendar (b) calander (c) calendor
7. Which word form is written correctly? (a) never-the-less (b) neverthe-less (c) nevertheless
8. Should the word labrador be written with a capital letter?____________
9. Who was Thomas Paine?____
10. What does the slang "dead to the world" mean?______________________
11. Locate a lengthy biographical sketch of John Quincy Adams.____________
    ____
12. Locate a biography of Samuel Langhorne Clemens along with a list of his principal works.______________________________________

Stein, Jess, The Random House College Dictionary. New York, NY c1975, 1568p.

Lewis, Norman, The New Roget's Thesaurus. G. P. Putnam's Sons, New York c1964, 522p.

Landau, Sidney, The Doubleday Roget's Thesaurus. Doubleday & Company Inc., New York c1977.

Webster's Biographical Dictionary. G. & C. Merriam Co. Mass. c1961.

Wentworth, Harold, Dictionary of American Slang. Thomas Crowell Company, New York, c1960, 846p.

Kunitz, Stanley, American Authors 1600-1900. H. W. Wilson Company, New York c1938, 846p.

Johnson, Allen, Dictionary of American Biography. Charles Scribner's Sons, New York c1936.

EXERCISE SHEET
READER'S GUIDE

1. Where are the abbreviations used in Reader's Guide explained.

2. What is the general arrangement of entries in Reader's Guide?

3. What information does the Reader's Guide give about each magazine article listed in it?

4. Locate a listing of articles on drug abuse.

Questionnaire/Opinionnaire
Evaluation Sheet

		Yes	No
1.	Were you satisfied with the length of this session?	_____	_____
	Would you have preferred a longer session?	_____	_____
	Would you have preferred a shorter session?	_____	_____
2.	Did you receive information you needed?	_____	_____
3.	Was the subject adequately covered?	_____	_____
4.	Was sufficient time allotted for you to participate?	_____	_____
5.	Will this knowledge be of practical value to you in your teaching?	_____	_____

6. What was your overall impression of this session?

Excellent_____ Good_____ Fair_____ Poor_____

7. What, in your opinion, were the strengths of this session?

Leadership_____ Topics discussed_____ Practical application to instruction_____

8. How could the sessions have been improved?

More input from participants_____ Less formal discussion_____

9. What topics do you suggest for future training sessions?

____

____

____

____

____

Instructional Aides Session
Survey Data Results
October 10, 1978

1. 41% were satisfied with the length of session.
   52% would have preferred a longer session.
   7% would have preferred a shorter session.

2. 97% received information they needed.
   3% did not receive needed information.

3. 90% thought the subject adequately covered.
   3% did not think the subject adequately covered.
   7% did not respond.

4. 66% thought adequate time was allowed for participation.
   31% did not think adequate time was allowed.
   3% did not respond.

5. 97% thought knowledge would be of practical value.
   3% did not respond.

6. 45% thought the session excellent.
   55% judged it good.
   None judged it fair.
   None judged it poor.

7. 24% thought leadership the strength of the session.
   35% thought topic discussed.
   38% thought practical application to instruction.
   3% did not respond.

8. 69% thought the session needed more input from participants.
   31% did not respond.

9. Topics suggested for future sessions:
   10% wanted more information on classification of books.
   14% wanted more information on reference material.
   10% suggested use of audiovisual material and equipment.
   17% wanted more information on card catalog.
   7% wanted the same type session with more discussion.
   3% suggested session on individual planning.
   3% suggested session on working with children in library.
   36% did not respond.

MARK YOUR CALENDAR!

September 26, 1978

TO: Media Specialists and Media Aides

FROM: Laura Bowie

RE: Library Training Institute

As a media specialist or media aide, you will be expected to participate in many of the training sessions which are being planned for the Library Training Institute. I know that you are proud of the emphasis that is being placed on media centers this year through this program and that you will cooperate in every way to make it a success.

Let's take advantage of the opportunity to "sell" our school media centers to principals, teachers, students, and parents.

Below is a schedule of the training sessions that you will be expected to attend in October and November. REMEMBER: YOU WILL ATTEND THE SAME TEACHER TRAINING SESSIONS THAT YOU HAVE BEEN ATTENDING AS SHOWN ON YOUR FIRST SCHEDULE.

Date	Participants	Place	Time	Consultant
Oct. 10	Media specialists, media aides, other selected aides	Tchula Att. Ctr. El. Media Center	10:00-12:00	Mrs. Mirian Green Coahoma Jr. College
Oct. 12	Media specialists, media aides	Central Office	9:00-2:00	Mrs. Alice Sanford Miss. State Univ.
Oct. 18	Principals, media specialists	Central Office	9:00-1:00	Dr. Myra Macon Mrs. Mary Ollie
Oct. 30	HS teachers, HS media specialists	Durant Public Lib.	3:30-5:00	Mr. Richard Greene Mid-Miss. Reg. Lib.
Nov. 1	El. teachers, el. media specialist, media aides	Durant Public Lib.	3:30-5:00	Mr. Richard Greene Mid-Miss. Reg. Lib.
Nov. 6	Media aides, other aides	Central Office	9:00-2:00	Mrs. Laura Bowie
Nov. 8	Media specialists, media aides, principals	Central Office	9:00-12:00	Dr. Myra Macon Univ. of Miss.
Nov. 14	Media specialists, media aides, other aides	Central Office	10:00-12:00	Mrs. D. Cummings Coahoma Jr. Coll[illegible]
Nov. 15	Media specialists, media aides	Central Office	9:00-2:00	Mrs. Alice Sanford Miss. State Univ.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 8

TOPIC:	Media Specialists, Media Aides and the Building Level Program
OBJECTIVES:	- To familiarize the library media specialist with her role in the media program at the building level - To emphasize the responsibility of the media program in meeting the individual and group needs of both students and teachers. - To involve participants in the process for improvement of school media programs
PARTICIPANTS:	Four media specialists, three media aides
CONSULTANT:	Mrs. Alice Sanford, Associate Professor of Library Science, Mississippi State University
LOCATION:	Educational Services Center
DATE:	October 12, 1978 TIME: 9:00 - 2:00

PRELIMINARY PLANNING: - Two planning sessions with consultant
To discuss the Holmes County Library Training Program
To plan topics for sessions and develop strategies and methods for developing them

PROCEDURES:

Materials Used

- Film "Books Come Alive"
- Checklist of competencies
- Media specialist's self-assessment
- Media usage forms for classroom teachers (See Sessions 3 and 4)
- Selection aides

Role of Consultant

- Led discussion of the media specialist's role in an effective library media program
- Administered check lists which served as self-inventories of competencies and responsibilities required of library media specialists

Role of Participants

- Discussed problems which are common to library media specialists and ways to improve services
- Assessed competencies and skills, using checklist

Evaluation and Supporting Data

- Checklist of competencies
- Itemized analysis of responses
- Checklist for self-evaluation

Performance Indicators

- All media specialists presented at least one book review as indication of an increased amount of time being spent in reading and becoming more familiar with their collections (self-assessment)
- They borrowed selection aides from the consultant to help them in making better selections for future orders

EDUCATIONAL MEDIA STAFF

Checklist of Competencies

In the Evaluation column write in the appropriate number (1-4) for How Good.

1. Poor or missing 2. Fair 3. Good 4. Excellent

Competencies Needed	Evaluation
1. Have a broad Liberal Arts background	
2. General background in science	
3. Education courses required for teacher certification	
4. Successful teaching experience	
5. Leadership skills	
6. Organization skills	
7. Background in personnel work	
8. Knowledge of children's growth, development and learning processes.	
9. Understanding of students' needs, interests and abilities	
10. Awareness of the basic content of subject matter areas	
11. Awareness of educational trends and research	
12. Knowledge of curriculum practices	
13. Knowledge of latest teaching techniques	
14. Understanding of the community and its importance to the school curriculum	
15. Knowledge and understanding of how to utilize local resources.	
16. Knowledge of the administration of the instructional materials program	
17. Knowledge of the selection and securing of printed materials related to student needs	

Session 8 (continued)

Competencies needed	Evaluation
18. Knowledge of the selection and securing of printed materials related to student needs	
19. Knowledge of the selection and securing of audio-visual materials related to student needs	
20. Knowledge of the selection and securing of audio-visual materials related to teacher needs	
21. Knowledge of audio-visual equipment; its selection, maintenance, and operation	
22. Knowledge of the organization of instructional materials: cataloging, classification, processing, etc.	
23. Knowledge of the integrated use of various types of instructional materials	
24. Knowledge of how to teach the use of reference tools	
25. Knowledge of how to teach the use of library resources	
26. Knowledge of the production of instructional materials	
27. Knowledge of skill in exhibit and display techniques	
28. Knowledge of students' reading difficulties	
29. Planning new quarters--remodeling existing ones	
30. In-service training orientation of faculty to facilities and service	
31. Knowledge of the functions of the public library as a foundation for cooperative endeavors	
32. Knowledge of publicity techniques	
33. Knowledge of story telling techniques	
34. Knowledge of reviewing and book talk techniques	
35. Knowledge of techniques for evaluating library programs and services	
36. Knowledge of bibliographic sources of materials	

Session 8 (continued)

Competencies needed	Evaluation
37. Knowledge of objectives of the school program	
38. Successful internship in a school program	
39. Knowledge of research techniques and methods	
40. Knowledge of guidance and counseling techniques	
41. Knowledge of group dynamics	
42. Awareness of professional responsibilities and obligations	
43. Understanding of student behavioral patterns and discipline techniques	
44. Knowledge of business techniques and record keeping	
45. Others (list)	
46.	
47.	
48.	
49.	
50.	

Name________________________________

Date________________

Checklist of Competencies
Media Staff Session
Survey Data Results
October 12, 1978

1. 22% have poor or missing Liberal Arts background.
   56% have fair Liberal Arts background.
   11% have good Liberal Arts background.
   11% have excellent Liberal Arts background.

2. 33% have poor or missing background in science.
   33% have fair background in science.
   34% have good background in science.

3. 22% have poor or missing education cources required for certification.
   11% have fair education courses required for certification.
   22% have good education courses required for certification.
   33% have excellent education courses required for certification.
   12% did not respond.

4. 44% have fair teaching experience.
   22% have good teaching experience.
   22% have excellent teaching experience.
   12% did not respond.

5. 78% have fair leadership skills.
   22% have good leadership skills.

6. 12% have poor organizational skills.
   44% have fair organizational skills.
   44% have good organizational skills.

7. 56% have poor or missing background in personnel work.
   33% have fair background in personnel work.
   11% have good background in personnel work.

8. 78% have fair knowledge of children's growth, development and learning processes.
   22% have good knowledge of processes.

9. 22% have fair understanding of student's needs, interests and abilities.
   78% have good understanding.

10. 11% have poor awareness of the basic content of subject matter areas.
    56% have fair awareness.
    33% have good awareness.

11. 22% have poor awareness of educational trends and research.
    56% have fair awareness.
    22% have good awareness.

12. 56% have poor knowledge of curriculum practices.
    22% have fair knowledge of curriculum practices.
    22% have good knowledge of curriculum practices.

13. 22% have poor knowledge of latest teaching techniques.
    44% have fair knowledge of latest teaching techniques.
    12% have good knowledge of latest teaching techniques.
    22% responded "not applicable".

14. 100% have good understanding of the community and its importance to the school curriculum.

15. 11% have poor knowledge of how to utilize local resources.
    56% have fair knowledge of how to utilize local resources.
    33% have good knowledge of how to utilize local resources.

16. 11% have poor knowledge of the administration of the instructional materials program.
    11% have fair knowledge.
    67% have good knowledge.
    11% have excellent knowledge.

17. 33% have fair knowledge of the selection and securing of printed materials related to student needs.
    56% have good knowledge.
    11% have excellent knowledge.

18. 67% have fair knowledge of the selection and securing of printed materials related to teacher needs.
    22% have good knowledge.
    11% have excellent knowledge.

19. 22% have fair knowledge of the selection and securing of audio-visual materials related to student needs.
    67% have good knowledge.
    11% have excellent knowledge.

20. 22% have poor knowledge of the selection and securing of audio-visual materials related to teacher needs.
    33% have fair knowledge.
    33% have good knowledge.
    12% have excellent knowledge.

21. 11% have poor knowledge of audio-visual equipment.
    33% have fair knowledge of audio-visual equipment.
    45% have good knowledge of audio-visual equipment.
    11% have excellent knowledge of audio-visual equipment.

22. 56% have fair knowledge of the organization of instructional materials.
    33% have good knowledge of the organization of instructional materials.
    11% responded "not applicable".

23. 11% have poor knowledge of the integrated use of various types of instructional materials.
    56% have fair knowledge.
    22% have good knowledge.

24. 11% have poor knowledge of how to teach the use of reference tools.
45% have fair knowledge of how to teach the use of reference tools.
33% have good knowledge of how to teach the use of reference tools.
11% have excellent knowledge of how to teach the use of reference tools.

25. 56% have fair knowledge of how to teach the use of library resources.
44% have good knowledge of how to teach the use of library resources.

26. 22% have poor knowledge of the production of instructional materials.
56% have fair knowledge.
22% have good knowledge.

27. 33% have fair knowledge of skill in exhibit and display techniques.
45% have good knowledge.
22% have excellent knowledge.

28. 22% have poor knowledge of students' reading difficulties.
33% have fair knowledge of students' reading difficulties.
45% have good knowledge of students' reading difficulties.

29. 67% answered fair on planning new quarters or remodeling existing ones.
22% answered good.
11% answered excellent.

30. 22% responded poor to in-service training orientation of faculty to facilities and service.
45% responded fair.
22% responded good.
11% responded excellent.

31. 11% have poor knowledge of the functions of the public library as a foundation for cooperative endeavors.
45% have fair knowledge.
33% have good knowledge.
11% have excellent knowledge.

32. 56% have fair knowledge of publicity techniques.
33% have good knowledge.
11% have excellent knowledge.

33. 22% have poor knowledge of story telling techniques.
45% have fair knowledge.
22% have good knowledge.
11% have excellent knowledge.

34. 11% have poor knowledge of reviewing and book talk techniques.
45% have fair knowledge.
33% have good knowledge.
11% have excellent knowledge.

35. 11% have poor knowledge of techniques for evaluating library services.
56% have fair knowledge.
33% have good knowledge.

36. 33% have poor knowledge of bibliographic sources of materials.
    33% have fair knowledge.
    34% have good knowledge.

37. 12% have poor knowledge of objectives of the school program.
    44% have fair knowledge.
    44% have good knowledge.

38. 11% responded poor to successful internship in a school program.
    44% responded fair.
    33% responded good.
    12% did not respond.

39. 33% have poor knowledge of research techniques and methods.
    22% have fair knowledge.
    33% have good knowledge.
    12% did not respond.

40. 44% have poor knowledge of guidance and couseling techniques.
    44% have fair knowledge.
    12% have good knowledge.

41. 33% have poor knowledge of group dynamics.
    33% have fair knowledge.
    22% have good knowledge.

42. 22% have fair awareness of professional responsibilities and obligations.
    56% have good awareness.
    22% have excellent awareness.

43. 44% have fair understanding of student behavioral patterns and discipline techniques.
    44% have good understanding.
    12% have excellent understanding.

44. 22% have fair knowledge of business techniques and record keeping.
    67% have good knowledge.
    11% have excellent knowledge.

Media Specialist's Self-Assessment

As a media specialist, do I . . . . .

	1	2	3	4	5
1. Provide selective materials to enrich the curriculum?					
2. Serve as coordinator between students and faculty in material utilization?					
3. Assist the teachers in finding materials that they need?					
4. Show the principal the importance of a good library program?					
5. Instruct all students in the use of the library?					
6. Assist students in locating library materials?					
7. Participate in all curriculum meetings that are scheduled?					
8. Work with the principal, teachers, and students in preparing for ordering books and non-book materials?					
9. Plan the library program of service so that it will meet the needs of all students?					
10. Work with teachers in planning library activities to enrich the curriculum?					
11. Constantly review new materials in an effort to locate more effective resources for learning?					
12. Read professional titles and materials in your school library collection?					
13. Provide materials that serve as an escape for students in the form of pleasure reading?					
14. Keep the library materials well organized so that they can be located immediately?					
15. Sell the importance of the library program to students, teachers, and parents?					
16. Shelve and display materials properly so that they are readily available for use by pupils, teachers, and others?					

	1	2	3	4	5
17. Encourage pupils to read and help them with their selections?					
18. Present "book talks" in the library and for individual classes?					
19. Prepare bibliographies of materials available in the different subject areas?					
20. Study the school's programs and objectives carefully?					
21. Be "service-minded"; be willing to go "all-out" to aid students and teachers in their efforts?					
22. Talk to students about their interests?					
23. Get to know from the "participation" viewpoint the curriculum of the school?					
24. Orient students to the multi-book approach to research?					
25. Gain the confidence of students so that they will concult the librarian to find help in their learning problems?					
26. Select non-book library materials that are useful in helping the children to learn?					
27. Promote the use of the collection of audio-visual equipment and other mechanical aids and the non-book materials in the materials center?					
28. Instruct the students in listening skills?					
29. Check books in and out for students?					
30. Provide reference materials for students?					
31. Reshelve books as soon as possible for library use?					
32. Use time each week to work with teachers in planning work?					
33. Keep the library orderly and pleasant?					
34. Provide books and other media which fit the reading level of all students?					

100

	1	2	3	4	5
35. Maintain an attractive, orderly and pleasant atmosphere for work and relaxation in the library?					
36. Stimulate curriculum reorganization or enrichment by providing new materials for teacher and student use?					
37. Do I maintain the library inventory?					
38. Work with teachers in planning units and activities?					
39. Make all of the library materials available to students and teachers?					
40. Inform students and teachers of the new materials available in the library?					
41. Operate the library as a true learning media center?					
42. Keep up with new trends in library service?					
43. Keep the library open at all times for student use?					
44. Supervise the library study of students?					
45. Maintain records reflecting library use?					
46. Evaluate myself as a librarian/media specialist?					
47. Evaluate the library/media program in my school?					
48. Keep attractive, current bulletin boards and displays in library?					
49. Maintain an up-to-date meaningful vertical file?					
50. Show evidence of being an alive, breathing librarian, one who wants to help students and teachers?					

Session 8 (continued)

Library Media Specialist
Self-Assessment Form
October 12, 1978

1. 33% considered they were fair at providing materials to enrich curriculum.
56% considered they were good at providing materials to enrich curriculum.
11% did not respond.

2. 44% considered themselves fair in serving as coordinator between students and faculty in material utilization.
44% considered they were good in this capacity.
12% did not respond.

3. 11% said fair in assisting the teachers in finding materials.
67% said good in assisting teachers.
22% said excellent.

4. 44% gave themselves fair in showing the principal the importance of a good library program.
44% judged themselves good.
12% did not respond.

5. 56% said they were fair at instructing students in use of library.
44% said they were good.

6. 33% said they were fair at assisting students in locating material.
45% said they were good in assisting students.
22% said they rated excellent in assisting students.

7. 45% said they were poor at participating in curriculum meetings.
22% said they were fair at participating.
11% said they were good.
11% said they were excellent.
11% did not respond.

8. 22% said they were poor at working with principal, teachers, and students in preparing for ordering book and non-book materials.
22% said they were fair.
22% said they were good.
34% said they were excellent.

9. 22% are fair at planning library program of service to benefit all students.
67% are good at planning library program.
11% did not respond.

10. 22% judged themselves poor in working with teachers in planning library activities to enrich the curriculum.
34% said they were fair in working with teachers.
22% said they were good.
11% said they were excellent.
11% did not respond.

11. 11% judged themselves fair in constantly reviewing new materials in an effort to locate more effective resources for learning.
67% gave themselves a good.
11% said excellent.
11% did not respond.

12. 33% said they were poor at reading professional material in their library.
45% said they were good at reading this material.
22% said they were excellent.

13. 22% said they were fair in providing pleasure reading for students.
33% said they were good.
33% said they were excellent.
11% did not respond.

14. 11% said they were poor at keeping library materials well organized.
33% said they were fair.
45% said they were good.
11% said they were excellent.

15. 22% said they were poor at selling the importance of the library to students, teachers and parents.
22% said they were fair.
33% judged themselves good.
12% judged themselves excellent.
11% did not respond.

16. 11% said they were poor in displaying materials properly so as to be readily available for pupils and teachers.
22% said they were fair.
67% said they were good.

17. 33% said they were fair in encouraging pupils to read and helping them select.
56% said they were good at this.
11% said they were excellent.

18. 11% do not ever present "book talks" in the library or individual classes.
67% said they were good at doing this.
11% said they were excellent.
11% did not respond.

19. 11% do not ever prepare bibliographies of materials available in the different subject areas.
34% said they were poor in doing this.
2[illegible]% said they were fair.
22% said they were good.
11% did not respond.

20. 11% judged themselves poor at studying the school's programs and objectives.
56% judged themselves fair.
22% judged themselves good.
11% did not respond.

21. 11% said they rated poor in all-out effort to aid students and teachers.
22% said they rated only fair.
45% gave themselves a good.
22% gave themselves an excellent.

22. 11% said they were poor about talking to students concerning their interests.
56% said they were fair.
33% said they were good.

23. 22% gave themselves a poor in getting to know the curriculum of the school from the "participation" viewpoint.
33% gave themselves a fair.
33% gave themselves a good.
12% did not respond.

24. 11% said they were poor in orienting students to the multi-book approach to research.
56% said they were only fair.
22% said they were good.
11% did not respond.

25. 33% said they were poor in gaining the confidence of students in order to help with their learning problems.
22% said they were fair.
45% said they were good.

26. 11% said they were poor at selecting non-book materials to use in helping the children to learn.
33% said they were fair.
45% said they were good.
11% did not respond.

27. 33% said they were fair at promoting the use of audio-visual materials and equipment in the materials center.
56% said they were good at this.
11% did not respond.

28. 22% said they rated poor at instructing students in listening skills.
45% said they rated fair.
22% said they rated good.
11% did not respond.

29. 11% said they rated poor at checking books in and out for students.
11% said they rated fair.
56% said they were good.
22% said they were excellent.

30. 11% said they were fair in providing reference materials for students.
67% said they were good.
11% said they were excellent.
11% did not respond.

31. 33% said they were fair at reshelving books as soon as possible.
45% said they were good.
11% said they were excellent.
11% did not respond.

32. 67% rated poor in working with teachers each week to plan work.
22% rated fair.
11% did not respond.

33. 11% judged themselves poor in keeping the library orderly and pleasant.
33% judged themselves fair.
33% judged themselves good.
22% judged themselves excellent.

34. 11% said they rated poor at providing books and other media which fit the reading level of all students.
22% said they rated fair.
67% said they rated good.

35. 22% said they were fair at maintaining an attractive, orderly and pleasant atmosphere for work and relaxation in the library.
67% said they were good.
11% did not respond.

36. 56% said they were fair at stimulating curriculum reorganization or enrichment by providing new materials for teacher and student use.
33% said they were good.
11% did not respond.

37. 11% gave themselves poor at maintaining the library inventory.
33% said they rated fair.
56% said they rated good.

38. 45% rated themselves poor at working with teachers in planning units and activities.
33% rated themselves fair.
11% rated themselves good.
11% did not respond.

39. 33% said they were fair at making all library materials available to students and teachers.
45% said they were good.
22% said they were excellent.

40. 11% rated themselves poor in informing students and teachers of the new materials available in the library.
22% rated themselves fair.
56% rated themselves good.
11% rated themselves excellent.

41. 45% said they were fair at operating the library as a true learning center.
33% said they were good.
11% said they were excellent.
11% did not respond.

42. 56% said they were fair at keeping up with new trends in library service.
22% said they were good.
11% said they were excellent.
11% did not respond.

43. 12% rated poor in keeping the library open at all times for student use.
33% rated fair.
33% rated good.
22% rated excellent.

44. 56% rated themselves fair in supervising students' library study.
33% rated themselves good.
11% rated themselves excellent.

45. 11% said they were poor at maintaining records reflecting library use.
11% said they were fair.
56% said they were good.
22% said they were excellent.

46. 11% gave poor in evaluating themselves as a librarian/media specialist.
22% gave fair.
45% gave good.
11% gave excellent.
11% did not respond.

47. 45% gave fair in evaluating the library/media program in their school
22% gave good.
22% gave excellent.
11% did not respond.

48. 33% said they were fair in keeping attractive, current bulletin boards and displays in library.
11% said they were good.
56% said they were excellent.

49. 33% said they were poor at maintaining an up-to-date meaningful vertical file.
45% said they were fair.
11% said they were good.
11% did not respond.

50. 22% rated themselves fair as a librarian who wants to help students and teachers.
45% rated themselves good.
33% rated themselves excellent.

Session 8 (continued)

Library Media Center Usage
Classroom Teachers

School________________________ Teacher____________________ Subject or Grade____________

CIRCULATION

Date	Books	AV	Magazines	Newspapers	Equipment	Examination of Material	Other

PLANNING

Date	Title of What Was Planned	Length of Planning Session	Outcome

SPECIAL EVENT

September 26, 1978

TO: Selected Students

FROM: Laura Bowie

RE: Library Training Institute

Greetings and Congratulations!

You have been selected as a member of a special student group to participate in a Library Training Institute at Durant Attendance Center. This means that you will be invited to take part in various library programs and activities which will be of special interest to you.

The first activity will be "Film Fun" which will be held in your gymnasium on Monday, October 16, at 1:00 p.m.

In the meantime, ask the librarians in your school library and public library to help you find information concerning the Bermuda Triangle.

I think that you will be fascinated with your findings!

I look forward to seeing you on October 16.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 9

TOPIC: Film Fun
or
The Media Center: A Place for Stimulating Student Interest

OBJECTIVES:
- To develop in students an awareness of and positive attitudes toward the value of a good school media program
- To improve the study habits of students through an increased knowledge of resource materials available to them in the school library media center

PARTICIPANTS: Twenty selected students from Durant Attendance Center

CONSULTANT: Mrs. Laura Bowie, Director/Facilitator, Library Training Institute

LOCATION: Durant Attendance Center

DATE: October 16, 1978 TIME: 1:00 - 3:00

PRELIMINARY PLANNING:
- Participating students were selected only from Durant Attendance Center, the site school, due to transportation and scheduling problems
- Had conferences with school principal and media specialist concerning suitable date and time for conducting session
- Contacted public library for resources related to film that would be available to students
- Informed students of suggested readings pertinent to film
- Previewed film and made plans for session.
- Sent clippings to school media center for students to read
- Prepared interesting background information related to film

PROCEDURES:

Materials Used

- Books
- Films
- Articles
- Questions for research
- Attitude survey

Role of Consultant

- Led a discussion of background material related to Bermuda Triangle, including authors of books on the subject
- Showed film "Bermuda Triangle"

Role of Participants

- Shared knowledge and opinions related to the mystery of the Bermuda Triangle as gained through reading books and articles

Evaluation and Supporting Data

- Student questionnaire
- Itemized analysis of responses

Performance Indicators

- Fifty per cent of the students continued to ask for additional information concerning the Bermuda Triangle
- According to reports from the media specialist, some of the students who were not media users frequented the media center in search of information related to the film

Performance Indicators (continued)

- A student attitudinal test concerning the library was administered to the twenty participating students at both the beginning and end of the library training program. Questions included frequency of use, availability of materials, adequacy of library materials, reasons for not using the library, and statements of their feelings concerning the library. The post test indicated an increase in frequency of use, enjoyment of independent study, availability and adequacy of materials. Statements concerning their feelings about the library which were mentioned most frequently were the helpfulness of the librarian and the useful information to be found in the library. There was little change in the number of assignments requiring use of the library.
- Students wrote sentences describing their feelings toward their school library media center. They think it is a good place to go for study, recreational reading, relaxation, and perusal of newspapers and current periodicals.

THE CASE OF THE BERMUDA TRIANGLE

Questions for Research and Discussion

Before discussing the following, read at least two or three books on the Bermuda Triangle. Be sure to include Kusche's book and one book by either Winer or Berlitz.

1. What, in your opinion, is proper scientific evidence? Can a parascientific investigation be carried out along the same guidelines and with the same requirements? Explain.

2. Obtain a Coast Guard or other nautical map of the Bermuda Triangle area. Correlate on it weather reports, reports of hurricane and other storm activity, and last-reported positions of a number of missing ships and planes. Can you draw any conclusions?

3. Research and report on the astronomical theories of "holes in space," entrance into other dimensions of time, etc. Support or refute these theories in reference to Triangle events. Can you apply Einstein's theory of relativity to these events? Discuss.

4. Repeat the above activity with respect to UFOs/ Atlantis/ underwater civilizations. What basis have the authors of your sources for their beliefs? Do you agree or disagree? Why?

5. Research and report, using maps, geology and navigational texts, etc., on the magnetic zones of the earth. Why is it significant that compasses in the Bermuda Triangle area point to true north? Could this explain instrument failure? Other aberrations?

6. Debate possible causes for the Triangle accidents, including magnetism, "holes in space" and other dimensions, UFOs, underwater civilizations, natural causes (i.e., storms), and any other categories you wish to include. Take a class vote after your debate, including the option of voting "undecided."

Suggested Reading

* Berlitz, Charles. The Bermuda Triangle. Garden City, NY: Doubleday, 1974.
* Berlitz, Charles. Without a Trace. Garden City, NY: Doubleday, 1977.
Gaddis, Vincent. Invisible Horizons. New York: Ace Books, 1972.
Jeffrey, Adi-Kent Thomas. The Bermuda Triangle. New York: Warner Books, 1975.
* Kusche, Lawrence David. The Bermuda Triangle--Solved. New York: Harper and Row, 1975.
Sagan, Carl. Intelligent Life in the Universe. New York: Dell, 1968.
Sanderson, Ivan T. Investigating the Unexplained. Englewood Cliffs, NJ: Prentice-Hall, 1972.
Stick, David. Graveyard of the Atlantic. Chapel Hill, NC: University of North Carolina Press, 1952.
Wilkins, Harold. Strange Mysteries of Time and Space. New York, 1959.

* These books are available in your school library.

Student Questionnaire
October 16, 1978

Check appropriate answer.

1. How often do you use the school library?
   _______ Every day
   _______ Once a week
   _______ Once a month
   _______ Once a year
   _______ Never

2. Are you usually able to find the library materials which you need?
   _______ Always
   _______ Frequently
   _______ Sometimes
   _______ Never

3. How many of your assignments require use of the library?
   _______ All
   _______ Some
   _______ None
   _______ Few

4. Do you know how to use the library in finding material which you need?
   _______ Yes
   _______ No

5. Do you find the librarian or aides helpful and courteous in assisting you in the library?
   _______ Always
   _______ Frequently
   _______ Sometimes
   _______ Never

6. Do you enjoy doing independent study in the library?
   _______ Yes
   _______ No

7. What are your reasons for not using the library?
   _______ I don't know what the library has to offer me
   _______ The library is not open when I need it
   _______ The library is too far away from my classroom
   _______ The librarian is not friendly or helpful
   _______ I don't know how to use the library
   _______ There are not very many books which I like in the library
   _______ I don't need to use the library
   _______ I look for the answers in my textbook

8. Please write two sentences which describe your feelings about your school library media center.

   ____

   ____

Students' Training Session
Survey Data Results
October 16, 1978

1. 20% of students said they used the library every day
   50% said once a week
   30% said once a month
   None said once a year

2. 20% said they could always find the materials they needed in the library
   25% said they could frequently find the materials
   55% said sometimes they could find needed materials
   None said they could never find needed materials

3. 5% said all their assignments required use of the library
   80% said that some of their assignments required use of the library
   15% replied that few of their assignments required library use
   None said that not any of their assignments required library use

4. 95% said that they knew how to use the library to find needed materials
   5% did not respond

5. 60% said they always found the librarian courteous and helpful
   20% said they frequently found the librarian courteous and helpful
   20% said they sometimes found the librarian courteous and helpful
   None said they never found courtesy and helpfulness

6. 80% responded that they enjoyed doing independent study in the library
   15% said they did not enjoy independent study in the library
   5% did not respond

7. Reasons given for not using the library were:
   10% did not know what the library had to offer
   20% did not find the library open when they needed it
   35% said there were not many books they liked in the library
   5% did not need to use the library
   35% found the answers they needed in their textbooks
   25% did not give any reasons for not using the library

8. 100% wrote sentences describing their feelings toward their school library media center. In essence, they feel that it is a good place to go for study, recreational reading, relaxation, and perusal of newspapers and current periodicals.

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October 11, 1978

TO: Principals

FROM: Laura Bowie

RE: Library Training Meeting

This is just a reminder of your next library training meeting which will be held at the Central Office on Wednesday, October 18, from 9:00 - 2:00. Dr. Macon will be with us again, and the librarians will also be in attendance.

Your response and participation made the first meeting a great success. I hope that this one will be equally as satisfactory.

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 10

TOPIC: Barriers to Effective School Media Programs

OBJECTIVES: To create an awareness of the full range of services offered by the school library media program at the building and division levels.

PARTICIPANTS: Eight principals, four library media specialists, three library media aides

CONSULTANT: Dr. Myra Macon, School of Library Science, University of Mississippi, assisted by Lelon Davidson, Librarian, Oxford Junior High School

LOCATION: Educational Services Center

DATE: October 18, 1978 TIME: 9:00 - 12:00

PRELIMINARY PLANNING: - Five hours of conferences to plan in detail the procedures for this session, including the designing of checklists and compiling other material for use in the in-service session

Session 10 (continued)

PROCEDURES:

Materials Used

- Handout as a guide in discussion of services to students and services to administrators
- Checklist of tasks which are important to the overall function of the school library media specialist (See form, Session 2)
- Job description

Role of Consultant

- By using thought-provoking questions, the consultant was successful in stimulating discussion which revealed problems which could be obstacles to good library service
- Distributed handouts which were used as guides for discussing some of the problems
- (Visitor injected suggestions which had been successful in solving some of his library problems)

Role of Participants

- Participated in discussion
- Using a checklist, they rated tasks which are considered to be important to the overall function of the school library media specialist

Evaluation and Supporting Data

- Observation--no written data collected
- Pledge of complete cooperation from all principals concerning their roles as leaders

Performance Indicators

- Principals visited library media centers more often after this meeting. They had requested the job description in order to have some positive duties set forth which they required of the media specialists.
- By their questions and remarks, school principals indicated that the training sessions had made them more aware of the importance of a good library media program as it relates to the total school program.

DISCUSSION GUIDE

SERVICES TO ADMINISTRATORS:

I. Accessibility of Resources
  - A. Develop a professional collection of magazines and books to keep administrators abreast of educational trends.
  - B. Maintain a file of current curriculum guides.
  - C. Provide a revolving collection of paperbacks in the office for students and visitors who are waiting for administrators.
  - D. Keep statistical records about expenditures, holdings, and use of materials, equipment, and facilities.
  - E. Prepare reports about the status of the media program and future needs.
  - F. Report periodically on class schedules and other practices which affect student use of media center facilities.
  - G. Review annually student access to audiovisual and printed materials in the school and recommend needed changes.
  - H. Identify community resources--people, places, and organizations--that offer support for school projects.

II. Reference or Information
  - A. Obtain professional material concerning topics of interest.
  - B. Publicize school activities in the local press.
  - C. Provide copies of all lists prepared and distributed by teachers and students.
  - D. Submit plans for Book Week and National Library Week.
  - E. Submit data about users, facilities, and needs.
  - F. Locate information as requested.

III. Instruction
  - A. Provide orientation to the media center.
  - B. Compile a handbook or information packet which includes a list of available services.
  - C. Conduct inservice programs on such topics as:
    1. How to use and care for equipment.
    2. How to produce new materials.
    3. How to preview new materials.
  - D. Sponsor special programs and demonstrations.
  - E. Hold an open house or staff tea.
  - F. Schedule a book/media fair.

IV. Production
  - A. Produce transparencies.
  - B. Provide photoduplication services.
  - C. Reproduce recorded materials.
  - D. Video tape lectures, demonstrations, and special events, such as plays and speakers.
  - E. Dry mount and laminate materials.
  - F. Provide slides and/or filmstrips from original works (pictures, charts, and graphs).

V. Consultation
  - A. Serve on curriculum committees to assist in the design, study, and revision of the curriculum.
  - B. Initiate a student/faculty library committee to plan and evaluate a media program which is supportive of the total educational program.
  - C. Maintain a file of consumer information concerning the purchase of new materials and equipment.
  - D. Plan cooperatively for the emphasis and priorities of the media program.

SERVICES TO STUDENTS:

I. Accessibility of Resources

A. Balance the collection by including materials that reflect the ethnic background and culture of the community.
B. Provide materials suitable to students' abilities, interests, and maturity.
C. Collect current information relative to issues of concern to students.
D. Maintain an extensive collection of popular paperbacks.
E. Circulate audiovisual materials and equipment for individual use at home or in school.
F. Provide for the use of typewriters in the media center.
G. Maintain a browsing area for magazines, paperbacks, and new titles.
H. Secure requested materials through interlibrary loans.
I. Minimize red tape to permit easy access to the facility and materials.
J. Reserve facilities for seminars, conferences, or productions.
K. Display materials related to student hobbies and class projects.
L. Maintain a community resources file.
M. Provide games for student use.
N. Provide career and vocational education materials.
O. Include student-produced materials in the media collection.

II. Reference or Information

A. Provide an adequate collection of reference materials to meet individual and group needs.
B. Assist in the use of reference materials.
C. Compile bibliographies on popular interests or upon requests of individual students.
D. Reserve materials for intensive programs considered worthwhile for student viewing.
E. Publicize current television programs considered worthwhile for student viewing.
F. Maintain a bulletin board announcing student activities.
G. Plan for student participation in activities during Book Week and National Library Week.
H. Display new materials for student examination and browsing.
I. Assist students in locating materials outside the school media center through the use of special indexes.
J. Provide press releases concerning student activities.
K. Sponsor book/media fairs.
L. Maintain files on special interests, such as multiethnicity, sex sterotyping, family life, human development.
M. Inform students about "hot lines" that serve their immediate needs.

III. Instructions

A. Provide orientation to the media center (e.g., media package which includes floor plan, slide/tape, handbook).
B. Instruct individuals and small groups in media skills.
C. Compile a handbook for users, including a list of available media services.

D. Teach the proper use and care of materials and equipment.
E. Offer photography instruction.
F. Sponsor a student with other types of libraries they may use, such as academic libraries or public libraries.
G. Familiarize students with other types of libraries they may use, such as academic libraries or public libraries.
H. Provide guidance in the selection and evaluation of media.
I. Compile reading lists for special groups.
J. Serve as a resource person in the classroom (present film reviews and book talks).
K. Discuss informally with students their reactions to books, television programs, and films.
L. Create interest centers through the display of hobbies and collections.
M. Sponsor special programs and demonstrations.
N. Schedule book/media fairs.
O. Sponsor extra curricular clubs for book discussion, film making or film viewing, and discussion.
P. Encourage creative writing.
Q. Publicize contests.
R. Sponsor summer reading programs.
S. Plan field trips to media-related places, such as college libraries, Library of Congress, Government Printing Office, television stations, film developing laboratories, book binderies, or publishers.

IV. Production

A. Make production materials available for instructional and/or avocational use.
B. Provide space for production, such as work areas for taping and drafting.
C. Make available the equipment for producing audiovisual materials, such as camera/copy stand, taping equipment, photoduplicator, and thermo printers.
D. Provide assistance in producing instructional materials, such as transparencies, slide/tape presentations, dry mounting, and laminating.
E. Assist in the use of video equipment, such as the video camera, VTR, and portapak.

V. Consultation

A. Involve students on curriculum committees which evaluate and select materials.
B. Involve students on curriculum committees which design and implement the use of instructional materials.
C. Involve students in the development of new programs which are supportive of the curriculum (e.g., programmed instruction acquired through purchase or design, independent study programs, and mini-electives).
D. Visit classrooms to plan with individuals and small or large groups.
E. Activate a student/faculty library committee to plan and evaluate the total media program.
F. Work with students in planning the production of local materials.
G. Assist students in locating information about careers.

Bender, David R. Service of a School Media Program, Maryland State Department of Education, 1976.

JOB DESCRIPTION
MEDIA SPECIALIST

The duties of a media specialist encompass a wide range of responsibilities that preclude effective service to students and faculty. The following responsibilities have been defined as duties of the school library media specialist working in the Holmes County School District.

Administrative and Related Functions. The librarian is responsible for administering the school library program.

1. Inventory materials annually.
2. Be prepared to submit accurate statistics and records upon request.
3. Submit book and non-book orders according to established school procedures.
4. Check list of books requested by teachers against the card catalog.
5. Plan bulletin boards, exhibits, displays, and other library publicity.
6. Evaluate the library collection and remove obsolete materials.
7. Submit formal and informal reports to the principal and central office on the use, development, and needs of the library.
8. Establish rules and procedures for the effective circulation of materials.
9. Keep an inventory record of materials owned by the library.
10. Plan for efficient use of library space and equipment.
11. Create and maintain an atmosphere conducive to effective library use.
12. Analyze and evaluate the media program to determine its present contribution to the instructional program and implement any changes necessary for improvement of the program.
13. Participate in state and national professional library organizations.

Educational Functions. The librarian works with students and teachers in the instructional program.

1. Visit classrooms to ascertain needs and introduce appropriate materials on occasion.
2. Encourage class visitations, accompanied by teachers, to pursue meaningful research or recreational reading, listening, or viewing activities.
3. Conduct an orientation for faculty members.
4. Prepare and circulate among faculty selected lists and bibliographies of materials.

5. Give book talks and conduct story hours.
6. Sponsor library clubs and student library assistant organizations.
7. Help teachers plan projects requiring library use.
8. Assist students and faculty in locating materials.
9. Establish a systematic routine for continuous planning with teachers, actively planning with individual teachers and groups of teachers to integrate library service, guidance, and materials with the classroom teaching program.
10. Participate in departmental and faculty meetings, and curriculum planning.
11. Strive to establish and maintain a good rapport with faculty members and students to encourage the use of the library.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 11

TOPIC: Selecting Appropriate Learning Materials for Exceptional Children

OBJECTIVES: To preview and select appropriate instructional materials which will help in carrying out activities for exceptional children within an Individualized Educational Plan

PARTICIPANTS: Twenty special education teachers

CONSULTANT: Miss Geneva Neal, Supervisor of Special Education for Holmes County and Mrs. Patsy Wicker, Special Education Consultant, State Department of Education. Demonstrations by four special education teachers: Mrs. Ozzie Horton, Mrs. Brenda Williams, Mrs. Claree Andrews, Mrs. Hattie Ellis.

LOCATION: Educational Services Building

DATE: October 25, 1978 TIME: 9:00 - 3:00

PRELIMINARY PLANNING:

- Four hours of conferences with Geneva Neal, Supervisor of Special Education for Holmes County, to plan content of training session
- Conference with Mrs. Patsy Wicker, Consultant, for suggestions and additions to the program
- Individual conferences (2 hours) with all participants who were giving teaching demonstrations
- Selection of materials and equipment for previewing session

Session 11 (continued)

PROCEDURES:

Materials Used	- Library books - Manipulative games - Original materials for developing motor skills (demonstrations by teachers) - Filmstrips, films, kits, games, and cassettes for previewing
Role of Consultant	- The major responsibility of the consultant was the role of planning. These plans were executed by the teachers who presented demonstrations.
Role of Participants	- Role play: Through this technique, the participants were able to realize the importance of individualized instruction in teaching exceptional children. - Previewed and selected materials which were relevant to achieving predetermined goals.
Evaluation and Supporting Data	- Designed Individualized Educational Programs, which would include resources developed and collected during three training sessions
Performance Indicators	- All special education teachers checked out an abundance of materials which they had previewed. - Inclusion of library media materials in their Individual Educational Programs indicated that the special education teachers had become aware of the value of using library media materials in teaching handicapped children. Previously, they had little knowledge of what the media center had to offer.

INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

Name of Student EMR (Educable Mentally Retarded) Grade Sp. Ed. School Tchula Attendance Center

(sample)
(Signature of implementor completing this form)

Behavioral Objective	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comment
The child will be able to read and pronounce at least ten of the basic sight words with 100% accuracy.	1. Introduce each word 2. Pronounce each word 3. Give phonetic sound for each 4. Word drill activities 5. Sight word games	1. Sound filmstrip projector 2. Dolch Basic Sight Word List 3. Phonetic readers 4. Flash cards 5. Word Game, Word Bingo, Word Lotto 6. Kit 142, "Working with Phonics" 7. Kit 145 "Think, Listen and Say" 8. Kit 231 "Teaching Reading with Games" 9. Kit 305 "The Dictionary", No. 1 10. Kit 139 "Words, Words, Words" 11. Sp. Ed 9 "Words to Spell" 12. Teacher-made transparencies	10-2-78	10-13-78	Reteach

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INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

Name of Student TMR (Trainable Mentally Retarded) Grade Sp. Ed. School Lexington Elementary School

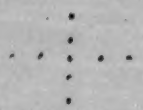
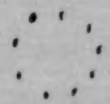
(sample)
(Signature of implementor completing this form)

Behavioral Objective	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comment
The child will demonstrate the ability to perform writing skills with 90% accuracy. A. Vertical lines B. Horizontal lines C. Diagonal lines D. Cross E. Circle	1. Trace vertical lines using dot-to-dot formation Example: 2. Form vertical lines without help	Palmer Method Manuscript writing, grade 1 "Manuscript Handwriting" Mini Loop Series by Ealing Films 8mm projector	10-26		Morning: trace vertical lines with success Evening: forme vertical line
	3. Form diagonal lines dot-to-dot 4. Form diagonal lines without dots	Activity cards (teacher-made) Myers, Patricia L. - Methods for Learning Disorders Kaplan, F. - Reach Me, Teach Me Myklebust, Helmer R. - Learning Disabilities	10-27		Traced diagon line with abo 90% accuracy, formed lines without help, with about 94 accuracy

INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

ame of Student TMR Grade Sp. Ed. School Lexington Elementary School

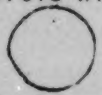
(sample) continued
(Signature of implementor completing this form)

Behavioral Objective	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comment
The child will be able to perform writing skills	5. Form horizontal lines with dot-to-dot formation		10-28		Had no problen forming the horizontal lin Continued wit cross.
	6. Form horizontal lines without dots ________				
	7. Form a cross using dot-to-dot formation 		10-29		Traced cross with minimum discrepancy.
	8. Form cross without dots				
	9. Form circle using dot-to-dot formation 		10-30		Formed traced circle with minimum distortion.

INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

Name of Student TMR Grade Sp. Ed. School Lexington Elementary School

(sample) continued
(Signature of implementor completing this form)

Behavioral Objective	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comment
The child will be able to form letters in her first and last names with 90% accuracy.	10. Form circle without dots 				
	11. Copy first name on color cued worksheet	Teacher-made worksheets	10-30,31		Copied name but needs to work on forma
	12. Copy first and last names color cued from sentence strip	William M. Cruickshank method "Color Cueing"	11-1,2,3		Continued to work on forma
		Grace Fernald - Remedial Techniques in Basic School Subjects	11-6		Formation improving
		*VAKT (Teacher-made activity cards)			
		*Visual, auditory, Kinesthetic, tactile			

FINE MOTOR (HANDWRITING)

INTRODUCTION:

Teaching handwriting to a child who has multiple handicaps can be very difficult. However, we must prepare ourselves for many failures along with success.

ABOUT THE CLIENT:

The client is a seven-year-old black female labeled as being Trainable Mentally Retarded, cerebral palsied, orthopedically handicapped and having extreme fine motor difficulties.

ASSESSMENT:

The first step is to find out where the child is and then design and implement a program. Suggested assessment tools are: TMR Profile, Learning Accomplishment Profile, and Motor and Writing Inventory from Reach Me, Teach Me by Francis Kaplan.

The client is also administered a vision examination to determine if the visual modalities are intact.

RESULTS:

Upon completion of the assessment it was found that the client had limited problems in the areas of visual perception, memory, language and oral expression. There were weaknesses also in the areas of fine motor and written expression.

DESIGNING A PROGRAM:

The instructor chose to dwell on strengthening the client's strong areas while remediating the client's areas of weaknesses.

IMPLEMENTATION:

The program will consist of; (1) Language Arts, (2) Number Concepts, and (3) Fine Motor (Handwriting). Fine motor is the area in which we are placing emphasis.

EVALUATION:

After implementing the initial program for Fine Motor Development the client will be able to:

1. pull out and replace pegs in pegboard
2. string beads

3. match colors
    a. recognize colors by name
    b. select named colors
4. match shapes
    a. recognize shapes by name and size
    b. form shapes in imitation orally
    c. form shapes in imitation on worksheet
    d. trace shapes
5. put together 5 to 9 piece puzzle
6. identify missing parts
7. recall objects after 15 second exposure
8. perform lacing skills
9. form lines
10. form circles
11. form crosses
12. copy name
13. write full name from memory

The client has not been able to correctly manipulate and cut with scissors.

In the final analysis, always remember to continue working on the client's strengths while in the process of remediating the weaker areas.

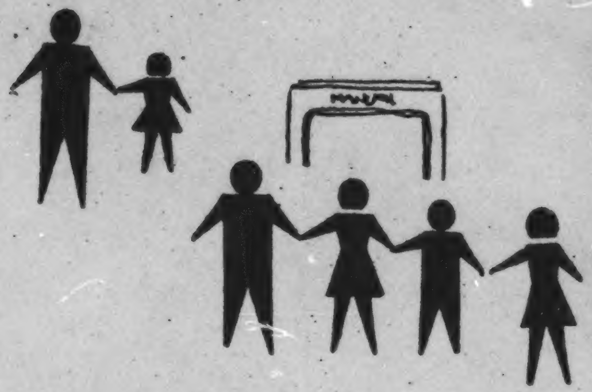
INSTRUCTOR'S INTERPRETATION:

The result of the program is very significant, but let it not be misleading. The job was not easy, but the satisfaction felt by both the client and the instructor is most rewarding.

REMINDER:

Success is beautiful, and you will accomplish it through many periods of trials and errors. Patience is the key to unlock the door; do not throw it away. Love is not enough.

Holmes County Library Training Institute



November

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		El Teachers Media Sp Media Aides Session 13	2	3
Teacher Aides Media Aides Session 14	7	8	9	10
13	Media Sp Aides Teachers Parents Session 15	Media Sp Media Aides Session 16	Principals Media Sp Teachers Session 17	17
20	21	22	23	24
27	28	29	30	

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October 20, 1978

TO: Principals, Media Specialists, Media Aides

FROM: Laura Bowie

RE: Library Training Schedule

Below is the schedule of Library Training Sessions for November and December. Due to conflicts, some of the dates have been changed; so please disregard any previous schedule and use only this one. If further changes are necessary, you will be notified.

DATE	PARTICIPANTS	PLACE	TIME
Nov. 1	El. teachers, el. media aides	Durant Public Library	3:30 - 5:00
Nov. 6	Media aides, teacher aides	Central Office	8:30 - 12:00
Nov. 14	Media specialists, media aides, teacher aides	Tchula Att. Center	10:00 - 12:00
Nov. 15	Media specialists, media aides	Central Office	9:00 - 2:00
Nov. 16	Media specialists, principals, selected teachers	Central Office	9:00 - 2:00
Dec. 6	LAC, LES teacher aides, media aides	Central Office	8:30 - 12:00
Dec. 7	DAC, GP, MES, TAC teacher aides, media aides	Central Office	8:30 - 12:00

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HOLMES COUNTY SCHOOL DISTRICT

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October 23, 1978

TO: Classroom Teachers

FROM: Laura Bowie

RE: Library Training Workshops

Below is a schedule showing when your next workshops will be held. Please try to be on a time, as we are having a visiting consultant for these sessions.

DATE	PARTICIPANTS	PLACE	TIME
Oct. 30	High School Teachers, High School Librarians	Durant Public Library	3:30-5:00
Nov. 1	Elementary Teachers, Elementary Librarians, Elementary Library Aides	Durant Public Library	3:30-5:00

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 12 and 13

TOPIC:	School Library Media Center and Public Library Cooperation/Networking
OBJECTIVES:	- To help teachers in Holmes County Schools become familiar with the services of the Mid-Mississippi Regional Library System - To familiarize teachers with the services available to them from a public library.
PARTICIPANTS:	Sixty elementary and secondary teachers, four media specialists, three media aides
CONSULTANT:	Mrs. Linda Milner, Assistant Director, Mid-Mississippi Regional Libraries, Mrs. Ruth Aldridge, Librarian, Durant Public Library
LOCATION:	Durant Public Library
DATE:	October 30, 1978 November 1, 1978 TIME: 3:30 - 5:00

PRELIMINARY PLANNING: - Several brief discussions were held with the director of the Mid-Mississippi Regional System to be certain that objectives for the training session were clear and mutually understood.

PROCEDURES:

Materials Used	- An outline of services provided by the public libraries in Holmes County - Floor plan of Durant Public Library - Map of Holmes County showing accessibility of public libraries
Role of Consultant	- Outlined available services of the Mid-Mississippi Regional Library System of which Holmes County is a member - Aided in a conducted tour of the Durant Public Library - Conducted question-and-answer session concerning ways teachers can help public librarians improve services to students and teachers
Role of Participants	- Participated in discussion of the role of a teacher in use of the public libraries - Searched for materials in the Durant Library which would help in developing a unit of study in their respective disciplines
Evaluation and Supporting Data	- Observation: Based on observations by school media specialists, public librarians, and the district library supervisor, prior to November 1, 1978, only 15% of the elementary classroom teachers in the Holmes County Public Schools had visited the public libraries in Holmes County. - Evaluation of teachers' training session as observed by consultants, media specialists, and Director of Institute: At the conclusion of the session on services of the public libraries, the teachers eagerly began to examine the materials which had been pointed out to them during the discussion and tour of the Durant Public Library.

Evaluation and Supporting Data (continued)

- Each group of teachers examined materials related to their respective fields of instruction and listed any which would aid them in developing the units of study which they had previously selected. Several used the card catalog; others consulted the Reader's Guide and vertical file.
- Many of the teachers questioned the librarians and the library consultants concerning their specific library needs and interests.
- A form was left in the Durant Public Library to record usage by teachers during the next six months. These forms were also placed in two of the other branch libraries in Holmes County.

Performance Indicators

- Documented records of increase in usage by teachers and students. Public libraries at Durant, Tchula, and Lexington kept records of daily use after this session.
- Approximately 350 teachers in Holmes County Schools registered for Mail-A-Book service after learning about it during this training session.
- Following are reports from the three public libraries which serve the greatest number of patrons in Holmes County.

Lexington Public Library:

For the first time, the teachers at Lexington Attendance Center and Lexington Elementary School are using the Lexington Public Library regularly. There is good rapport between the school and public libraries, and they have worked very closely all during the year.

Durant Public Library:

Teachers, some of whom had never been in the Public Library before this project started, have been using the library eighty per cent more.

Performance Indicators (continued)

They are more aware of how important a public library is to the community and schools. They seem more at ease to enter into activities that the library sponsors. Several have taken advantage of interlibrary loan, a service which was introduced and stressed during the training session.

There are fifty-seven new registered borrowers from Durant Attendance Center. After Thirty-three sixth grade students toured the library, the teacher asked for this to be a yearly activity for her class. Students are using reference books in the library to work on assignments. They are now aware that back issues of periodicals are kept for five years, for reference purposes. There has been an increase in the students' use of interlibrary loan.

Tchula Public Library:

In 1979 the public library gained 144 new patrons from Tchula Attendance Center. This is a big increase over previous years. Beginning in September, five new teachers registered. Some of their requests included help with a project, loan of cassettes, books, films, and Dukane machine. The Tchula Attendance Center media specialist confers once or twice a year with the public librarian, especially about National Library Week plans. She loans posters to display in the public library and sometimes receives paperback books that are gifts to the public library. One teacher brings her children to check out books at the public library. Other teachers use it for their personal reading.

If the public library does not have the material needed by the teachers, the librarian will gladly request it from other sources.

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AGENDA

MID-MISSISSIPPI REGIONAL LIBRARY SYSTEM
and
HOLMES COUNTY SCHOOLS

October 30, 1978
November 1, 1978

I. Objective

The objective for this training session is twofold: To help you as teachers become more familiar with the services of the Mid-Mississippi Regional Library System and what each public library in Holmes County can do for you; also, to let you as teachers know what you can do to help us as public librarians.

II. Background information on the Mid-Mississippi Regional Library System

III. Funding

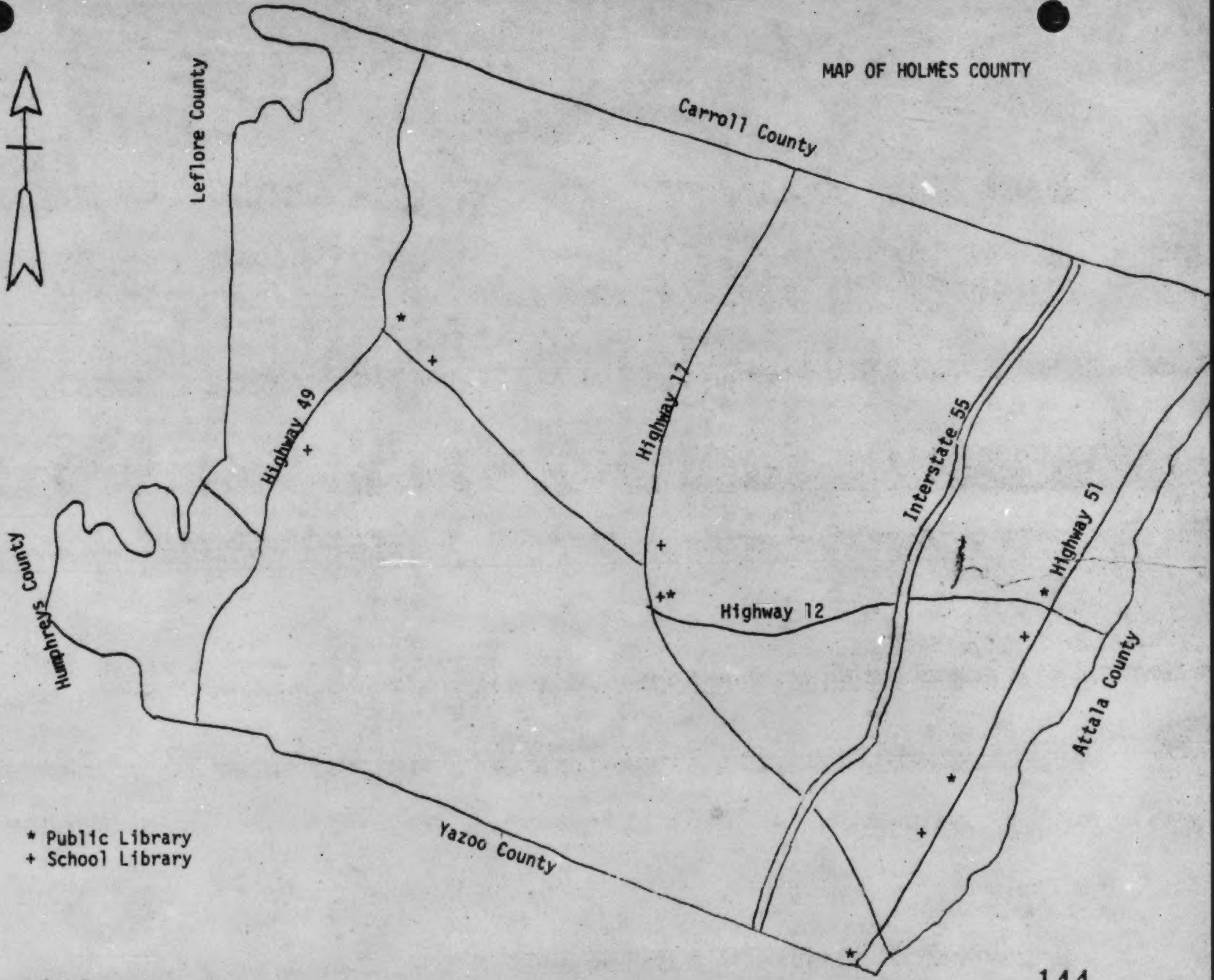
IV. Services of the Mid-Mississippi Regional Library System available to teachers and students

  A. Books - Reference material
  B. Records
  C. Newspapers and magazines
  D. Reference questions answered
  E. Photocopying service available
  F. Public meeting room available
  G. Access to films on current subjects
  H. Audio-visual equipment available
  I. Group visits on library use and orientation for students

V. Ways teachers can help public librarians

  A. Let public librarian know in advance of research assignments
  B. Allow enough time for research to be done

MAP OF HOLMES COUNTY


Leflore County
Carroll County
Humphreys County
Yazoo County
Attala County
Highway 49
Highway 17
Interstate 55
Highway 51
Highway 12
* Public Library
+ School Library

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 14

TOPIC:	Preparing Materials Orders for School Media Centers
OBJECTIVES:	To teach media aides and teacher aides the correct procedures for requesting media materials for purchase
PARTICIPANTS:	Four media aides and twenty-one teacher aides
CONSULTANT:	Mrs. Laura Bowie, Director of Institute
LOCATION:	Educational Services Building
DATE:	November 6, 1978 TIME: 9:00 - 12:00

PRELIMINARY PLANNING:
- Adopt, design, and edit lesson to be used by participants

PROCEDURES:

Materials Used	- Order cards - Visual showing correct form for order card - Catalogs H. W. Wilson: *Children's Catalog* *Junior High School Library Catalog* *Senior High School Catalog* Bro-Dart Bowker: *Books in Print*
Role of Consultant	- Administered pre-test and post test - Discussed the responsibilities and duties of the media aide - Presented step-by-step directions for preparing request forms
Role of Participants	- Participated in discussion of step-by-step procedure for completing forms to request materials for purchase. - Grouped by schools, aides worked together preparing local purchase forms to request materials for purchase in their respective schools.
Evaluation and Supporting Data	- Pre-test and post test were given--itemized analysis of responses
Performance Indicators	- Pre-test indicated for all participants a 24% error frequency on the average. Post test showed a significant drop to a 7% error frequency. - Order cards were checked by the consultant to determine if participants understood thoroughly how to fill out one correctly. Cards were filed by schools and turned over to media specialists as suggested titles for purchase.

RESPONSIBILITIES AND DUTIES OF THE LIBRARY MEDIA AIDE

1. Helps to keep the library attractive.
2. Circulates print and non-print material and equipment to teachers and children.
3. Shelves books.
4. "Reads" shelves.
5. Prepares, under the direction of the librarian, orders for books and other necessary materials.
6. Receives or processes materials delivered.
7. Files and "pulls" catalog cards.
8. Keeps records of circulation and other necessary data.
9. Processes periodicals for circulation.
10. Sends overdue notices.
11. Prepares duplicated or mimeographed copies of library lists for the use of teachers and librarian.
12. Helps take inventory.

Lesson Outline
Media Aides, Teacher Aides

Lesson I

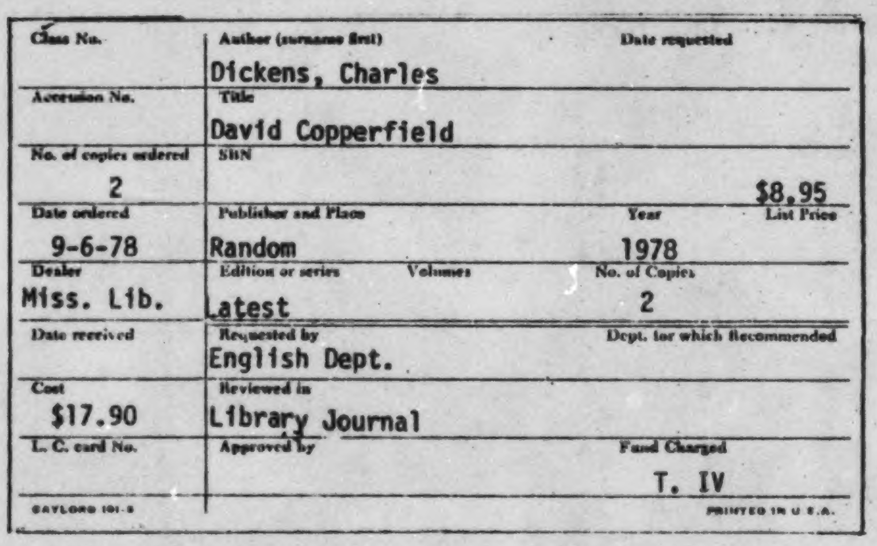
ORDERING

Necessary information to be included on order cards.

Books

Name of author (last name first)
Title of book
Catalog number if one is listed
Name of publisher and/or dealer and date
Date of order
Number of copies desired
Number of volumes if a set
Price of each copy (check with Books in Print)
Total cost
Department or teacher making request
Fund to which it is charged
Address of company (write on back of card)
Edition or series

Example:



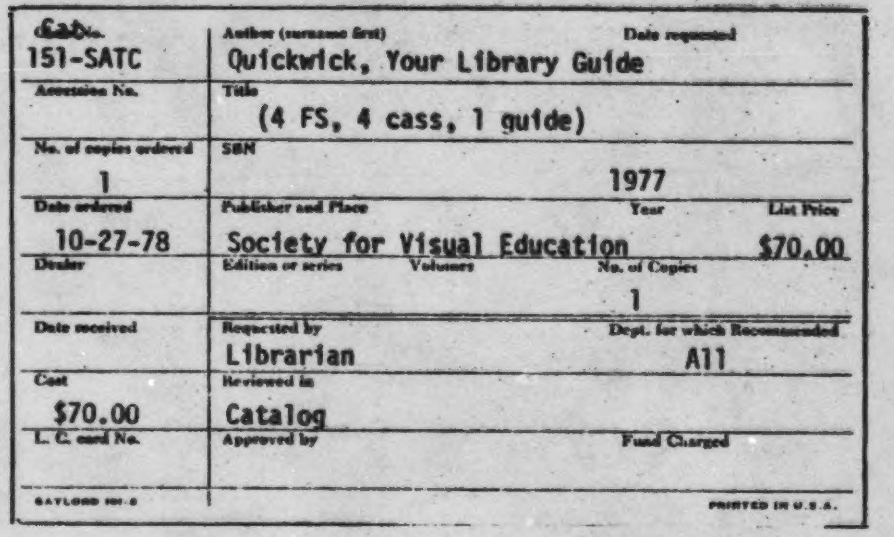
Class No.	Author (surname first) Dickens, Charles		Date requested	
Accession No.	Title David Copperfield			
No. of copies ordered 2	SBN			$8.95
Date ordered 9-6-78	Publisher and Place Random		Year 1978	List Price
Dealer Miss. Lib.	Edition or series Latest	Volumes	No. of Copies 2	
Date received	Requested by English Dept.		Dept. for which Recommended	
Cost $17.90	Reviewed in Library Journal			
L. C. card No.	Approved by		Fund Charged T. IV	
GAYLORD 101-S				PRINTED IN U.S.A.

Arrange cards by publishers, then alphabetically by author's last name (List by title or illustrator in some instances.).

Non-Book Material:

Title of material
Kind of material and number in each set (2 FS, 3 cass)
Catalog number
Publisher and date
Date of order
Number of copies or sets
Price of each copy or set
Total cost
Department or teacher making request
Fund to which charged
Address of company
Edition or series

Example:



Cat. No. 151-SATC	Author (surname first) Quickwick, Your Library Guide		Date requested
Accession No.	Title (4 FS, 4 cass, 1 guide)		
No. of copies ordered 1	SBN	1977	
Date ordered 10-27-78	Publisher and Place Society for Visual Education	Year	List Price $70.00
Dealer	Edition or series / Volumes	No. of Copies 1	
Date received	Requested by Librarian	Dept. for which Recommended All	
Cost $70.00	Reviewed in Catalog		
L. C. card No.	Approved by	Fund Charged	
GAYLORD 101-S			PRINTED IN U.S.A.

Arrange by companies
Arrange alphabetically by title

Materials:

Catalogs, order cards for each group of aides from the six schools.

Transparency showing a correct order card.

Overhead projector, adding machine, Books in Print

Procedure:

Aides will be grouped by schools and will work together on making orders for their school. Some will be actual requests from teachers; others will be selections which they make from the catalogs themselves. Each group will give the completed order cards to the media aide or media specialist in the school where they work. These will be included in the consideration file for future orders.

Media Aides, Teacher Aides
Preparation of Orders
November 6, 1978

From the list below, check the information that should be included on order cards for requesting library materials.

__________1. Number of pages in book

__________2. Number of volumes in set

__________3. Title of book

__________4. Quality of paper in books

__________5. Price of each copy or set

__________6. Total cost

__________7. Color of binding

__________8. Author, last name first

__________9. Author, first name first

__________10. Catalog number, if listed

__________11. Date of order

__________12. Name of publisher or dealer

__________13. Address of publisher or company

__________14. Year of publication

__________15. Number of copies or sets desired

__________16. Number of chapters in book

__________17. Number of volumes in set

__________18. Department or teacher making request

__________19. Fund to which order is charged

__________20. Number of illustrations in book

__________21. Particular edition or series, if desired

__________22. Kind and number in set of audiovisual material

__________23. Time length of filmstrip or cassette

__________24. Where the material was reviewed or examined

25. Brief description of book

Media Aides, Teacher Aides
Preparation of Orders
Pre and Post Tests
Survey Data Results
November 6, 1978

Pre-Test:

25 participants
25 questions per test
625 total questions

149 or 24% wrong answers

Post-Test (given at conclusion of "Preparation of Orders" training session)

25 participants
25 questions per test
625 total questions

44 or 7% wrong answers

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November 3, 1978

TO: Mr. Horace Glover

FROM: Laura Bowie

RE: Library Training Session

This is a note to remind you that a Library Training session has been scheduled to meet in the Tchula Attendance Center Library on Tuesday, November 14, from 10:00 - 12:00. Approximately fifty participants will be attending, and the session will be conducted by Mrs. Green and Mrs. Cummings from Coahoma Junior College. The focus will be on storytelling and book talks.

Please mark your calendar!

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 15

TOPIC: Storytelling and Book Talks

OBJECTIVES:
- To demonstrate effective techniques employed in storytelling, book talks and reading aloud
- To emphasize the value of storytelling as an important part of library services

PARTICIPANTS: Twenty-five teacher aides, five classroom teachers, four media specialists, six media aides, one parent volunteer, one advisory board member

CONSULTANT: Mrs. Mirian Green, Librarian, Coahoma Junior College and Mrs. Dorothy Cummings, Assistant Librarian, Coahoma Junior College

LOCATION: Tchula Attendance Center Library Media Center

DATE: November 14, 1978 TIME: 10:00 - 1:00

PRELIMINARY PLANNING:
- Prior conference with one of the consultants revealed the availability of a resource person skilled in techniques and methods of storytelling
- Session with storyteller to plan types of stories and book talks for inclusion, schedule for the session, and methods of evaluation

PROCEDURES:

Materials Used	- Materials used with activities (See samples) Letters Newspaper articles Poems Script for play Books - Flannel board - Self-inventory
Role of Consultant	- Conducted self-inventory - Discussed and demonstrated effictive techniques used in presenting stories and book talks - Distributed samples of all activities - Set up display of books, including ones used in session
Role of Participants	- Were actively involved in activities as students would be in an actual storytelling hour - Participated in question-answer period - Examined books on display
Evaluation and Supporting Data	- A form was distributed to all participants encouraging them to record data as they told stories. - An analysis of the "Children's Literary Experiences, Self-Inventory" was conducted at beginning of session as a guide to the session.
Performance Indicators	- Aides responded greatly to this training session. Forms were distributed to all participants to record data as they told stories or gave book talks. Thirty-three of these were filled in and returned to the Director of the Institute by their next session (December 5).

Performance Indicators (continued)

- Regular reports of storytelling and book talks continued to be submitted to the project director for the remainder of the year (See form).
- See also sample activities

Dear Petunia,

Don't feel sad because you made some mistakes that caused us some pain. We still like you and want you for a friend, an extremely quiet one.

Ida called me on the barnyard phone, a few days ago, to tell me that she now knows that if she puts a rock beside the barnyard door for each chick that she has and matches rock to chick each morning, noon, and evening

She can keep count of her chicks quite readily. She has solved the problem of her missing feathers by taking knitting lessons. She has knitted herself a beautiful suit of knotted hay complete with wing pockets for her chicks!

After only six months of tracking animals down holes, Noisy has retired from hunting to become a fire dog instead. After that dose of fire and smoke he received it is the only smell he can recognize. He now spends his time howling the alarms for all fires any time and any where within two hundred miles. You certainly made a star of him!

Clover, Cotton, and King were finally released from the hospital this week. The doctors reported that they will soon be well enough to be guided to the meadows on very quiet days.

Even though I am a mass of aches and pains, I still have my teeth to remind me that I should not always believe all of the well meaning advice given to me by my good friends.

As you can see from my letter, all is really quiet and calm around here - very dull! We really need you here to add a little excitement (and thankfulness) to living. Please hurry home. We miss you.

Your Friend,

Straw Horse

NEWS RELEASE

SAMPLE ACTIVITY

BEE BRINGS FAME TO BULL

Ferdinand, a quiet docile flower-sniffing bull, gets a chance to appear in the bull fights in Madrid due to the efforts of a very angry and partially mutilated honey of a bee.

Florabelle, the mother of Ferdinand, reports that her son had "no intentions of appearing in the bull fights," because he is a "peace loving flower bull." According to her it was all a mistake. Ferdinand was not displaying his matador fighting skills, but his bee fleeing techniques.

Whatever the case, Ferdinand entered the bull ring under the ring name of Ferdinand the Fierce and calmly sat down to enjoy his favorite fragrance -- flowers. Under the torments of punching, sticking, raging, and crying, Ferdinand remained calmly engrossed in his peace mission---smelling flowers!

Mr. Matador when asked of his views on the subject cryingly said, "I didn't get a chance at all; no one got a chance to see me work my cape and sword. They all watched that show off bull Ferdinand!."

Ferdinand could not be reached for comment because his cork tree designed for flower smelling has been roped off to all visitors.

Sample Activity (Poem about story)

DOUGHNUTS DOUGHNUTS

To Centerburg goes Homer Price
  To do a job that's really nice!
A mechanical mind he may not have
  But he fixes many a valve.
Now Homer he's a handy boy
  All zip and full of joy!
While Uncle Ulysses was playing checks
  The fixed machine objects.

A customer named Gabby did surely talk away.
  While his sandwich sign he did display,
Sheriff just would wold the hire
  When he simply meant to hold the wire.
The doughnut machine was really fast
  As it punched out doughnuts to the last.
A rich rich batter it had you bet
  A rich rich lady's bracelet.

Doughnuts on the table top
  Sweets on every single spot.
Doughnuts on the matted floor
  Pastries blocking every door.
Aunt Agatha would get real mad
  Too many sweets would sure look bad
Uncle Ulysses was surely scared
  A sign and man he quickly paired.

Doughnuts were sold with coffee
Doughnuts were sold with tea.
A treasure hunt was started
Since the lady and jewel had parted.
The jewel was sought by one and all
While in the batter it did fall.
Rupert Black called out "I gawt it,"
And the crowd began to cheer a bit.

To Centerburg goes Homer Price
To do a job that's really nice!
A mechanical mind he may not have
But he fixes many a valve.
Now Homer he's a handy boy
All zip and full of joy!
While Uncle Ulysses was playing checks
The fixed machine objects.

Dramatization

Script for Homer Price by Robert McCloskey available upon request.

CHILDREN'S LITERARY EXPERIENCES
SELF-INVENTORY

Part I

Circle the number of the answer that correctly completes each sentence.

A. Storytelling and reading aloud should be done at _______ of the elementary school.

1. the primary grade level
2. the middle grade level
3. the upper grade level
4. all grade levels

B. Materials for storytelling and reading aloud should be primarily selected on the basis of the _________________.

1. grade level of the group
2. general interest level of the group
3. general group reading level
4. interests of the storyteller or interpreter

C. Written book reports, since they seem to serve as evidence that a child has actually read the book, should ________.

1. be one of the many choices of responses given to children
2. always be required
3. be required for a major portion of a child's readings
4. be required of at least two books per year

D. To get children really interested and involved in reading _______________.

1. a required reading list should be given for each grade level
2. a selection of stories, poems, riddles, and informational books should be read or shared with them
3. book reports should be required
4. records should be kept of all of the children's readings

E. A book of fiction may be considered good literature for children _________________.

1. if its characters all show extremely good morals

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2. when the bad characters are very easily recognizable
3. when the characters are memorable and give a full reflection of life
4. if it can be easily read by a large number of children

Part II

Make a list of all books for children that you have read this year:

STORYTELLING
BOOK TALKS

School______________________________________

Teacher_____________________________________

Grade____________Number of Students___________

Date____

Title of Story_____________________________

Impressions:

Method of Presentation:

Special Techniques:

Other Comments:

SUGGESTED REFERENCES FOR STORYTELLING AND READING ALOUD

Aardema, Verna. *More Tales From the Story Hat*. New York: Coward-McCann, 1966.

Aardema, Verna. *Tales from the Story Hat*. New York: Coward-McCann, 1960.

Aesop. *Aesop's Fables*. New York: Walts, 1968.

Aldis, Dorothy. *All Together*. New York: Putnam, 1952.

Arbuthnot, May Hill. *Children and Books*. Glenview, Illinois: 1972.

Arbuthnot, May Hill. *Time For Poetry*. Glenview, Illinois: Scott.

Arbuthnot, May Hill. *Time for True Tales and Almost True Tales*. Glenview, Illinois: Scott, 1961.

Arbuthnot, May Hill. *Time for Old Magic*. Glenview, Illinois: Scott, 1970.

Arbuthnot, May Hill. *The Arbuthnot Anthology of Children's Literature*. Glenview, Illinois: Scott, 1976.

Asbjornsen, Peter C. *East of the Sun and West of the Moon*. New York: Macmillan, 1963.

Baker, Augusta. *The Golden Lynx and other Tales*. Philadelphia: Lippincott, 1960.

Berger, Terry. *Black Fairy Tales*. New York: Atheneum, 1969.

Ciardi, John. *I Met a Man*. Boston: Houghton, 1961.

Carlson, Bernice Wells. *Listen and Help Tell the Story*. New York: Abingdon, 1965.

Chase, Richard. *Grandfather Tales*. Boston: Houghton, 1948.

Chase, Richard. *Jack Tales*. Boston: Houghton, 1943.

Child Study Association of America. *Read Me Another Story*. New York: Crowell, 1949.

Child Study Association of America. *Read to Me Again*. New York: Crowell, 1961.

Colwell, Eileen. A Storyteller's Choice. New York: Walck, 1964.

Colum, Padraic. The Arabian Nights: Tales of Wonder and Magnificence. New York: Macmillan, 1953.

Colwell, Eileen. A Second Storyteller's Choice. New York: Walck, 1965.

Courlander, Harold. The Cow-Tail Switch and other West African Stories. New York: Holt, 1947.

Fillmosre, Parker. The Shepherd's Nosegay. New York: Harcourt, 1958.

Gillespie, John. Junior Plots: a Book Talk Manual for Teachers and Librarians. New York: Bowker, 1967.

Grimm, Jacob. Grimm's Fairy Tales. New York: Grosset, 1945.

Haviland, Virginia. Favorite Fairy Tales Told in Czechoslavakia. Boston: Little, 1966.

Haviland, Virginia. Favorite Fairy Tales Told in France. Boston: Little, 1959.

Hazeltine, Alice I. Hero Tales From Many Lands. New York: Adingdon, 1961.

Hodges, Elizabeth. Serendipity Tales. New York: Atheneum, 1966.

Huck, Charlotte S. Children's Literature in the Elementary School. New York: Holt, 1976.

McCormick Dell J. Paul Bunyan Swings his Ax. Caldwell, Idaho: Caxton Printers, 1936.

Pyle, Howard. The Merry Adventures of Robin Hood of Great Renown in Nottinghamshire. New York: Scribner, 1946.

Sawyer, Ruth. The Way of the Storyteller. New York: Viking, 1962.

Sechrist, Elizabeth Hough. It's Time for Thanksgiving. Philadelphia: Macrae-Smith, 1957.

Sechrist, Elizabeth Hough, Compiler. Heigh-Ho for Halloween! Philadelphia: Macrae-Smith, 1948.

Sechrist, Elizabeth Hough. It's Time for Easter. Philadelphia: Macrae-Smith, 1961.

Sechrist, Elizabeth Hough. It's Time for Christmas. Philadelphia: Macrae-Smith, 1959.

Shedlock, Marie L. The Art of the Story-Teller. New York: Dover, 1952.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 16

TOPIC: How to Select Library Media Materials

OBJECTIVES: To familiarize media specialists and media aides with the best tools for selecting instructional materials by having them make selections for future orders, using these tools

PARTICIPANTS: Four library media specialists, four media aides

CONSULTANT: Mrs. Alice Sanford, Associate Professor of Library Science, Mississippi State University

LOCATION: Educational Services Building

DATE: November 15, 1978 **TIME:** 9:00 - 2:00

PRELIMINARY PLANNING:

- Immediately following the first session, the consultant and director discussed the need for an additional session on this topic and made plans accordingly.

Session 16 (continued)

PROCEDURES:

Materials Used	- Books for aiding media specialists in making good selections for their media centers
Role of Consultant	- The consultant brought various selection tools to show the participants and explained how each one could be used or should be used. - Discussed ten tests for sound book selection practice (see list)
Role of Participants	- Media specialists and media aides used the tools to make selections for inclusion in their consideration files. - They shared ideas for publicizing media materials.
Evaluation and Supporting Data	- Repeated library media specialists' checklist, which was used at first meeting, to determine if the participants were performing tasks which they had not checked previously. (See form, Session 8)
Performance Indicators	- Improvement was indicated on 43 of the 50 responsibilities listed on the checklist. - Media specialists and media aides, admitting at the first session that they were not reading, came prepared to share at least one book which they had read since the October session.

Performance Indicators (continued)

One media specialist had initiated in her school a "sharing time" at faculty meetings where members told about interesting books which they had read or about magazine articles of professional interest.

TEN TESTS FOR SOUND BOOK SELECTION PRACTICE

1. Do you read -- widely, regularly, critically?

2. Do you keep a running file of order cards based on your own reading, on suggestions from teachers and students, and on needs uncovered by use of the library?

3. Do you check books by reviews from accepted sources?

4. Is there a written statement of book selection policy for your school?

5. Do you apply well-defined criteria to the books which you choose?

6. Do you select books in relation to a well-thought-out plan for the development of the total collection?

7. Do you consider school needs and pupil interests and abilities when choosing books?

8. Do you encourage wide participation in book selection?

9. Do you examine books, buying them, whenever possible?

10. Do you compare relative books to see which is preferred?

Media Specialist's Self-Assessment
November 16, 1978

The Self-Assessment list was given to 9 participants on October 12, 1978. On November 16, 7 participants were asked to check the points where they felt they had shown improvement. Two of the original participants were absent and one participant did not respond on the second testing, so in order to keep the evaluation accurate percentages are figured on 6 (only) participants.

1. Providing selective materials:
   No improvement shown
2. Serving as coordinator between students and faculty:
   6% improvement shown
3. Assisting teachers:
   No improvement shown
4. Showing principal importance of good library:
   23% improvement
5. Instructing students in use of library:
   39% improvement
6. Assisting students in finding materials:
   33% improvement
7. Participating in all curriculum meetings:
   11% improvement
8. Working with others in preparation of orders:
   11% improvement
9. Library service to meet needs of all students:
   16% improvement
10. Library activities to enrich curriculum:
    50% improvement
11. Reviewing new materials:
    No improvement shown
12. Reading professional materials:
    No improvement shown
13. Providing pleasure reading for students:
    No improvement shown

14. Keeping library well-organized:
 11% improvement

15. Selling importance of library:
 No improvement shown

16. Shelving and displaying materials properly:
 33% improvement (100% are now doing this)

17. Encouraging students to read:
 16% improvement

18. Presenting book talks:
 No improvement shown

19. Preparing bibliographies:
 11% improvement

20. Studying school's programs and objectives:
 No improvement shown

21. Being "service minded":
 16% improvement

22. Talking to students about their interests:
 67% improvement (100% are now doing this)

23. Participating in the curriculum:
 No improvement shown

24. Orienting students to the multi-book approach to research:
 45% improvement

25. Gaining confidence of students to help in learning problems:
 5% improvement

26. Selection of non-book library materials to help with learning problems:
 22% improvement

27. Promoting use of audio visuals:
 No improvement shown

28. Instructing students in listening skills:
 No improvement shown

29. Checking books in and out for students:
 5% improvement

30. Providing reference material for students:
 5% improvement

31. Reshelving books as soon as possible:
 11% improvement

32. Working with teachers:
33% improvement

33. Keeping library orderly and pleasant:
28% improvement

34. Providing books for all reading levels;
No improvement shown

35. Maintaining pleasant atmosphere:
No improvement shown

36. Stimulating curriculum reorganization by providing new materials:
17% improvement

37. Maintaining library inventory:
11% improvement

38. Working with teachers in planning units and activities:
39% improvement

39. Making all library materials available to students and teachers:
33% improvement (100% are doing this now)

40. Informing students and teachers of new material:
16% improvement

41. Operating the library as a true learning media center:
39% improvement

42. Keeping up with new trends in library service:
23% improvement

43. Keeping library open at all times for student use:
No improvement shown

44. Supervising library study of students:
56% improvement (100% are doing this now)

45. Maintaining records reflecting library use:
No improvement shown

46. Self-evaluation as librarian/media specialist:
No improvement shown

47. Evaluating library/media program in the school:
3% improvement

48. Keeping attractive bulletin boards and displays:
16% improvement

49. Maintaining up-to-date vertical file:
22% improvement

50. Showing evidence of being a librarian who wants to help students:
12% improvement (100% are doing this now)

HOLMES COUNTY SCHOOL DISTRICT

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November 6, 1978

TO: Principals

FROM: Laura Bowie

RE: Library Training Workshop

I hope that all of you have a copy of the workshops which have been scheduled for this semester, but this is just a reminder of the final workshop with Dr. Myra Macon, which will be held at the Central Office on Thursday, November 16, from 9:00 - 2:00. I hope that this one will be equally as interesting and informative as the previous ones.

I look forward to seeing you on that date.

HOLMES COUNTY SCHOOL DISTRICT

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P. O. DRAWER B PHONE 834-2175
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November 10, 1978

TO: Selected Teachers

FROM: Laura Bowie

RE: Library Training Workshop

You have been selected to participate in a Library Training Workshop for librarians, principals, and selected teachers which will be held at the Central Office on Thursday, November 16, from 9:00 - 2:00.

The topic of the workshop will be "Curriculum Support," and the consultant who will direct it is Dr. Myra Macon, Instructor of Library Science, University of Mississippi. Please be prepared to participate in any discussion concerning the use of library materials in your teaching.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 17

TOPIC: The Media Program and the School Curriculum

OBJECTIVES:
- To identify for participants, specific examples of how the media program forms the basis of the school curriculum
- To encourage the inclusion of media specialists in county-wide textbook adoption committees

PARTICIPANTS: Four media specialists, seven principals, eleven teachers (other than the regular training participants)

CONSULTANT: Dr. Myra Macon, School of Library Science, University of Mississippi

LOCATION: Educational Services Building

DATE: November 16, 1978 TIME: 9:00 - 2:00

PRELIMINARY PLANNING:
- In planning for the series of training sessions for principals, the consultant and director chose this as one of the areas which needed more emphasis. The planning period for this session was one and one half to two hours.

Session 17 (continued)

PROCEDURES:

Materials Used	- Guidelines for the media specialist in a curriculum role (Discussion sheet) - Checklist on curriculum support
Role of Consultant	- The consultant led a lively discussion concerning whose responsibility it is to teach library skills and when. - Direct questions to principals revealed that media specialists had not been included in curriculum planning or textbook selection.
Role of Participants	- All participants entered into the discussion.
Evaluation and Supporting Data	- Checklist regarding curriculum support - Proposed library media skills manual - Curriculum-related media manual
Performance Indicators	- Media specialists were added to textbook committee the next day. - The director and media specialists made plans for developing a handbook for teaching library skills. English teachers and media specialists will work as a team in teaching the lessons. - A 585 page curriculum manual was revised and updated, indexing library media materials to curriculum units.

Discussion Sheet

GUIDELINES FOR MEDIA SPECIALIST IN A CURRICULUM ROLE

1. Educate your principal and teachers about the role that you can perform on the teaching team, and let them know what resources are required to allow you to act in this role. Do not assume that they are already aware of the benefits to be derived from allowing the library media staff to function in this role.

2. If your resources are limited and you want to demonstrate effectively the meaningful contribution you can make in the curricular area, select a teacher who has exhibited a positive attitude toward library media services and work intensively with that teacher. It is extremely important to experience success in this first instance, since this effort will provide the impetus for other teachers to request the same kind of service.

3. Become a member of the school's curriculum committee and participate in a variety of ways, such as offering suggestions about materials to be considered and information on recent curricular developments which relate to the area being discussed.

4. Do not try to provide the full range of library media services to everyone if you have limited resources. Instead, use your resources most effectively to achieve your top priorities and then focus your attention to those activities. If your efforts become too diffused in an attempt to provide library media services to all users at some level, your program will suffer and people will regard your area as incidental to the educational program.

5. When asking for additional resources, always relate your request directly to the benefits which will be experienced by students in the classroom.

6. Be careful about criticizing the teachers with whom you are working. Some teachers feel very insecure in this cooperative role; they may need continued positive reinforcement.

7. Do allow yourself a realistic time line when working with teachers. It is not uncommon to need four to six weeks lead time to have materials locally produced as well as to offer a desired inservice training program, coordinate the logistical arrangements for materials and equipment, locate, acquire, and evaluate materials which may be appropriate for the unit, and perform other instructionally related similar tasks. It is better to give teachers a reasonable estimate of the time required to complete responsibilities than to disappoint them with inadequate products or no products at all.

8. Be flexible about meetings with teachers. If possible, meet when and where they can. Their planning schedule may not conform to or be limited to their planning periods during the school day.

9. Use your communication skills constantly to inform people in the school of the potential of your program, the resources required to reach that potential, and how this will assist them in fulfilling their instructional responsibilities.

10. Study texts and other curricular guides used in the classroom to obtain basic information about curricular directions in specific courses.

Aaron, Shirley. Personalizing Instruction for the Middle School Learner--The Instructional Role of the School Media Specialist. Tallahassee, Florida, State Department of Education, 1975.

CURRICULUM SUPPORT

DIRECTION: If you think the statement is true, circle the T at the left of the page. If you think the statement is false, circle the F at the left of the page.

T F 1. Most administrators and teachers are aware of the benefits to be derived from allowing the media specialist to function in a teaching role.

T F 2. If your resources are limited, select a teacher who has exhibited a negative attitude toward library media services and work intensively with that teacher.

T F 3. When requesting additional resources, always relate your request directly to the benefits which will be experienced by students in the classroom.

T F 4. The media specialist should meet with teachers when it is most convenient for the teachers and not at the convenience of the media specialist.

T F 5. Most teachers feel very secure when working on a resource unit with the media specialist.

T F 6. It is the responsibility of the teacher to see that the media specialist has access to the textbooks and other curricular guides used in the classroom.

T F 7. It is extremely important to experience success on the first attempt to demonstrate the media specialist contribution in the curriculum area, since this effort will provide the impetus for other teachers to request the same type of service.

T F 8. It is the responsibility of the media specialist to educate the administration and teachers concerning the teaching role of the media specialist in the different curriculum areas.

T F 9. The principal should require the media specialist to become a participating member of the school's curriculum committee.

T F 10. Media skills should be taught as the need arises during the instructional programs by both teacher and media specialist.

T F 11. The teacher should not feel competent and secure in the operation and use of A-V equipment and resources in the classroom, as this is the responsibility of the media specialist.

T F 12. Teachers should make suggestions often concerning new media, should visit exhibits of media, and should read reviews in professional publications for possible purchase for media center collection.

T F 13. Teachers should permit students to go to the media center after giving them guidance as to the specific purposes of using relevant materials in regard to the class assignment.

T F 14. As teachers develop new teaching techniques they increase the number of types of media used and they incorporate the media program more extensively into their instruction.

T F 15. The teacher who is entrenched in the old rut of textbook-centered teaching finds no need to use additional resources in the media center.

Administrators
CURRICULUM SUPPORT
November 16, 1979

DIRECTIONS: If you think the statement is true, circle the T at the left of the page. If you think the statement is false, circle the F at the left of the page.

	RAW			PERCENT		
	True	False	NR	True	False	NR
1. Most administrators and teachers are aware of the benefits to be derived from allowing the media specialist to function in a teaching role.	25	12	1	66	32	2
2. If your resources are limited, select a teacher who has exjoboted a negative attitude toward library media services and work intensively with that teacher.	12	26	-	32	68	-
3. When requesting additional resources, always relate your request directly to the benefits which will be experienced by students in the classroom.	34	3	1	89	8	3
4. The media specialist should meet with teachers when it is most convenient for the teachers and not at the convenience of the media specialist.	29	9	-	76	24	-
5. Most teachers feel very secure when working on a resource unit with the media specialist.	25	13	-	66	34	-
6. It is the responsibility of the teacher to see that the media specialist has access to the textbooks and other curricular guides used in the classroom.	26	13	-	66	34	-
7. It is extremely important to experience success on the first attempt to demonstrate the media specialist contribution to the curriculum area, since this effort will provide the impetus for other teachers to request the same type of service.	34	4	-	89	11	-

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Session 17 (continued)

	RAW			PERCENT		
	True	False	NR	True	False	NR
8. It is the responsibility of the media specialist to educate the administration and teachers concerning the teaching role of the media specialist in the different curriculum areas.	30	8	-	79	21	-
9. The principal should require the media specialist to become a participating member of the school's curriculum committee.	38	0	-	82	18	-
10. Media skills should be taught as the need arises during the instructional programs by both teacher and media specialist.	31	7	-	82	18	-
11. The teacher should not feel competent and secure in the operation and use of A-V equipment and resources in the classroom, as this is the responsibility of the media specialist.	2	36	-	5	95	-
12. Teachers should make suggestions often concerning new media, should visit exhibits of media, and should read reviews in professional publications for possible purchase for media center collection.	35	3	-	92	8	-
13. Teachers should permit students to go to the media center after giving them guidance as to the specific purposes of using relevant materials in regard to the class assignment.	38	-	-	100	-	-
14. As teachers develop new teaching techniques they increase the number of types of media used and they incorporate the media program more extensively into their instruction.	37	1	-	97	3	-
15. The teacher who is entrenched in the old rut of textbook-centered teaching finds no need to use additional resources in the media center.	23	15	-	61	39	-

Holmes County Library Training Institute

December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Media Sp Media Aides Session 18
4	Planning with English Teachers	Teacher Aides Media Aides Session 19	Teacher Aides Media Aides Session 20	8
Appreciation Tea for 152 Participants	Media Sp Media Aides Session 21	13	Planning Session with Consultant	15
18	Planning Session with Consultant	20	21	22
25	26	27	28	29

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 18

TOPIC: Library Media Skills for Students (First of five sessions)

OBJECTIVES: - To plan the development of a draft library media skills handbook for use in teaching library media skills to students, grades one through twelve

PARTICIPANTS: Four media specialists, seven media aides

CONSULTANT: Mrs. Alice Sanford, Associate Professor of Library Science, Mississippi State University

LOCATION: Educational Services Building

DATE: December 1, 1978 TIME: 9:00 - 3:00

PRELIMINARY PLANNING: - The director, the consultant, and the four qualified media specialists spent two days outlining the contents of the handbook.

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Session 18 (continued)

PROCEDURES:

Materials Used	- Denison's *Library Skills* - *Primer for Mississippi School Librarians* (Mississippi State Department of Education) - Curriculum Materials Catalog (Holmes County Schools)
Role of Consultant	- Directed the planning of the test and handbook, correcting and changing as necessary
Role of Participants	- Assisted in beginning plans for test on library skills to be administered to one section of grades 7-12 in all schools of that grade span. - Elementary media specialists made draft outline of library skills for grades 1-6; high school media specialists for grades 7-12.
Evaluation and Supporting Data	- Draft for library skills handbook was completed May 30, 1979
Performance Indicators	- Completed draft outline of library media skills handbook - Completed draft outline of a test of library media skills - Began preparations for teaching library skills in the schools

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 19 and 20

TOPIC: Receiving and Processing Materials by Aides

OBJECTIVES:
- To teach aides limited skills associated with receiving and processing materials for building level school media centers

PARTICIPANTS: Four media aides, twenty-one teacher aides

CONSULTANT: Mrs. Laura Bowie, Director of Institute

LOCATION: Educational Services Building

DATE: December 6, 7, 1978 TIME: 9:00 - 12:00

PRELIMINARY PLANNING:
- Media materials which had been ordered for the schools were sorted according to the individual school and placed on carts, along with purchase orders, invoices, packing slips, and processing materials.
- Tests were prepared

PROCEDURES:

Materials Used	- Local purchase order form - Local invoices - Actual books - Processing materials
Role of Consultant	- Administered tests - Taught lessons on procedures involved in receiving materials and the procedures used in processing them - Divided aides into groups for processing actual books for their respective schools - Assisted groups as they worked
Role of Participants	- Laboratory experience in receiving and processing books
Evaluation and Supporting Data	- Pre and post tests
Performance Indicators	- Analysis of pre and post test scores on "Test for Receiving and Processing Materials" showed a decrease in error frequency from 65% to 31% for entire group. - One hundred seventy-eight books were processed, with aides preparing books which had been purchased for their individual schools. Several of them

Performance Indicators (continued)	were pleased to be able to take the processed books back to their schools. Enthusiasm was high, with the aides expressing a desire to read the books. They spent some time in examining the books as they processed them.

Teacher Aides and Media Aides Test
Receiving and Processing Materials
December 6, 7, 1978

Answer true or false concerning correct procedures to be used in receiving orders.

_______ 1. Discard packing slips which are usually included in packages.

_______ 2. It is important to check items received against packing slips.

_______ 3. Make a note of missing titles.

_______ 4. It is necessary to check each title carefully with invoices.

_______ 5. Prices listed on invoices will always be the same as the price listed on the purchase order.

_______ 6. When all titles on the invoice have been carefully checked, the person who is checking should initial the invoice and give date.

_______ 7. Invoices should be submitted to the principal or the business office for payment.

_______ 8. There is usually no charge made for transportation.

_______ 9. Sets of catalog cards will be included with all orders.

_______10. Materials received should be checked with purchase orders.

_______11. The actual price of the material should be recorded on the purchase order.

_______12. School ownership should be stamped on the title page of each book.

_______13. All material purchased with federal funds should be stamped with the correct Title stamp.

_______14. It is not necessary to keep a record of materials purchased.

_______15. A record of all library materials is found on shelf list cards which are filed in the library.

_______16. Classroom teachers do not need to keep a record of materials which are placed in their classrooms.

_______17. Information to be recorded concerning materials received should include name of company, price of material, and date received.

Teacher Aides and Media Aides
December 6 and 7, 1978
Survey Data Results

27 Participants
17 true or false statements concerning correct procedures to be used in receiving orders.

On tests given before the workshops began, participants marked 65 of the statements incorrectly.

On the same tests given after the workshops were over, participants marked only 31 of the statements incorrectly. Nine of the participants did not mark any statements incorrectly.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 21

TOPIC:	Evaluating Media Materials for Library Media Skills (Library Media Skills for Students - Second of five sessions)
OBJECTIVES:	To familiarize media specialists and aides with media materials available for possible use in library media instruction
PARTICIPANTS:	Four media specialists, three media aides
CONSULTANT:	Mrs. Laura Bowie, Director of Institute
LOCATION:	Educational Services Building
DATE:	December 12, 1978 TIME: 9:00 - 2:00

PRELIMINARY PLANNING:

- Preparation of a bibliography of all library skills media materials located at the Central Media Center.
- Three listening and viewing stations set up with all necessary equipment in place.

Session 21 (continued)

PROCEDURES:

Materials Used	- Records - Tapes - Filmstrips - Transparencies - Kits - Models - Accompanying equipment
Role of Consultant	- Coordinated the selection and placement of materials and equipment for participants to use. - Interacted with participants on rating and application of materials within each school and grade level.
Role of Participants	- Previewed and rated library skills media materials. (See forms)
Evaluation and Supporting Data	- Observation by director indicated positive responses by all participants, and ratings of materials substantiated their involvement in the previewing process.
Performance Indicators	- A list of all materials for possible use in library media instruction had been provided for the participants at the meeting on December 1. For this session, these materials, which were located at the Central Media Center, were pulled and equipment set up for viewing. Media specialists and aides worked diligently (and independently)

Performance Indicators (continued)	from 8:30 to 2:45, using forms for judging audio-visual materials and making annotations for each item they previewed. All agreed that it had been a very satisfactory session. Each media specialist will compile a list of the material in her media center and will provide a copy for all others for inter-library loan.

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Sample
FILM SELECTION GUIDE

Title of Film ____

Previewed by ____

Rental source and charge ________________________________

Purchase source and charge ______________________________

Produced by ______________________ Subject collaborator ____________

Use Data

1. Is the film authentic? ________ Comment ____________________________

2. Useful in grades ____

3. Are experiences contributed which are beyond what can be accomplished with traditional materials now used? ____________________

   List outstanding contributions ____________________________

   ____

4. Curriculum or unit of study use suggestions ______________________

   ____

5. Color is not used ______ is used ________ to give meaning to such things as ____

Format

1. Photography: excellent, good, poor. Comment ____________________

2. Sound: excellent, good, poor. Comment ________________________

3. Organization of content: excellent, good, poor. Comment ____________

   ____

4. Accomplishing study materials ____________________________

5. Color: superfluous, desirable, demanded for complete meaning

   Comment ____

Brief description of film content ______________________________

____

General film rating: excellent, good, poor ________________________

Recommended for future use: Yes _______ No ________ Reason ______________

____

Sample
CRITERIA FOR RECORDINGS

CONTENT

1. Is the scope of the material adequate?
2. Is the information accurate and authoritative?
3. Is the information authentic?
4. Is the information up-to-date?
5. Is the integrity of the original work preserved? Should portray the original intent of author.

ORGANIZATION AND FORMAT

1. Is it recorded in logical sequence?
2. Is the material intended for the suggested grade level?

USE

1. Is it effective for curricular use?
2. Does it keep and hold interest of students?
3. Is the time appropriate for the attention span of the grade level?
4. Does it have an adequate introduction?

TECHNICAL QUALITIES

1. Is the sound clear?
2. Does the narrator have a pleasing voice and well-timed delivery?
3. Are the special effects used effectively?
4. Is it recorded on durable material?

OTHER

1. Are the accompanying guides, scripts, or texts adequate?
2. Is there adequate identification of item with packaging?

Holmes
County
Library
Training
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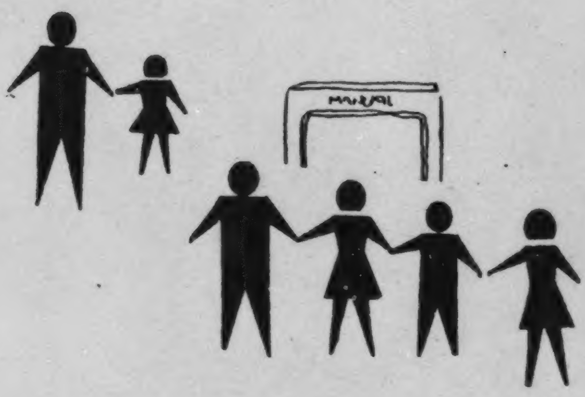

January

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	Planning with Consultant	10	11	12
15	Students Field Trip Session 22	Secondary Teachers Media Sp Media Aides Session 23	El Teachers Media Sp Media Aides Session 24	Media Sp Media Aides Session 25
22	Planning with Consultant	24	25	26
29	Teacher Aides Media Aides Session 26	Teacher Aides Media Aides Session 27		

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January 8, 1979

TO: Principals

FROM: Laura Bowie

RE: Library Training Sessions

Happy New Year!

Below is a schedule of the library training sessions which have been planned for January and February. It is possible that there will be others, but these are the only ones which have definite dates at this time.

Please add this to your notebook with the other material concerning the Library Training Program.

Date	Participants	Place	Time
January 16	20 DAC students	Miss. State Univ.	7:45 -
January 17	HS teachers, HS librarians	DAC	3:30 - 5:00
January 18	El. teachers, El. librarians, library aides	DAC	3:30 - 5:00
January 19	Librarians	Central Office	8:30 - 2:30
January 30	TAC, MES aides	Central Office	9:00 - 2:00
January 31	LAC, LES, DAC aides	Central Office	9:00 - 2:00
February 8	Librarians	Central Office	8:30 - 2:30
February 16	Librarians, library aides, 12th grade students, HS English teachers	DAC (Play)	1:30 - 3:00
February 21	HS teachers, HS librarians	DAC	3:30 - 5:00
February 22	El. teachers, El. librarians, library aides	DAC	3:30 - 5:00

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January 8, 1979

TO: Teachers

FROM: Laura Bowie

RE: Library Training Sessions

Happy New Year!

Below is a schedule of the remaining library training sessions which will be held for teachers. I hope that we shall have 100% attendance for these final sessions.

Since the days are shorter, please try to be on time so that we can begin promptly at 3:30.

Date	Participants	Place	Time
January 17	HS teachers, HS media specialists	Durant Att. Center	3:30-5:00
January 18	El. teachers, El. media specialist, media aides	Durant Att. Center	3:30-5:00
February 21	HS teachers, HS media specialists	Durant Att. Center	3:30-5:00
February 22	El. teachers, El. media specialist, media aides	Durant Att. Center	3:30-5:00

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 22

TOPIC: Student Career Awareness (Field Trip to Mississippi State University)

OBJECTIVES:
- To help students locate and use career awareness materials in a university library setting
- To encourage and assist students in conducting individualized computer searches in career areas of their choice
- To help students become aware of the many resources available to them in a university library

PARTICIPANTS: Twenty students

CONSULTANT: Mrs. Alice Sanford, Associate Professor of Library Science, Mississippi State University, Miss Pat Hartley, Admissions Counselor, Mississippi State University, University library staff members

LOCATION: Mississippi State University

DATE: January 16, 1979 TIME: 8:00 - 4:00

PRELIMINARY PLANNING:
- Personal contact with Dr. George Lewis, Librarian, Mississippi State University, and Mrs. Alice Sanford, Associate Professor, to make arrangements and plans for the trip.
- List of careers chosen by each of the twenty students was sent to the University to help in preparation of individual student packets.
- School media specialist aided students in locating material on careers.
- Students visited public library in search of additional information.

PROCEDURES:

Materials Used	- Lists of careers - Packets of material related to careers
Role of Consultant	- Members of the University library staff conducted a tour of the library, giving a detailed explanation of each division, and demonstrating methods used in a college library. - Admissions counselor talked about Mississippi State University, presented each student a packet, and conducted a tour of the campus.
Role of Participants	- Practice in using card catalog for information concerning their careers - Practice in conducting individualized computer searches - Participation in question-answer sessions during tours
Evaluation and Supporting Data	- Questionnaire (check results)
Performance Indicators	- All students located current career materials, and each practiced conducting individualized computer searches.

MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF ELEMENTARY, SECONDARY AND SPECIAL EDUCATION

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Drawer ED
Mississippi State, MS.
601-325-5710

Secondary Education
Drawer ED
Mississippi State, MS.
601-325-3747

Special Education
Drawer AC
Mississippi State, MS.
601-325-2185

Tuesday, January 16, 1979

Greetings, Holmes County!

We are delighted to have you visit our campus today. The schedule which we have arranged for you at the request of Mrs. Laura Bowie, project director, and Mrs. Walker, your librarian, will emphasize the Mitchell Memorial Library, but we have also packed into your brief hours here an information session and tour of the campus.

Today's Schedule

9:15 a.m.	Union Lobby
	Welcome
	Mrs. Alice Sanford, Associate professor, College of Education, Mississippi State University Library Science students at Mississippi State University
9:35 a.m.	Tour of Mitchell Memorial Library
11:00 a.m.	Informational meeting
	Auditorium, Mitchell Memorial Library

Directed campus tour in University buses

1:00 p.m.	Lunch in the cafeteria
1:45 p.m.	Leave for Durant

AGENDA

LIBRARY INSTRUCTION TRAINING SESSION / TOUR

Tuesday, January 16, 1979
10:00 AM - 12:00 Noon

Mrs. Alice Sanford
Mrs. Laura Bowie

I. General Library Tour 10:00 AM - 11:00 AM

Group A. - Mrs. Susanna J. Turner, Head Humanities Reference

Group B. - Mr. Earl T. Bush, Head, Circulation

II. "Hands On" Instruction in Bibliographic Control 11:00 AM - 12:00 Noon

Group A. - 11:00 - 11:30 AM, CRT Terminals
Mrs. Eula Betts, Head, Monographs

11:30 - 12:00, CAIRS (Computer Assisted
Information Retrieval Service)
Mr. Steve Atkinson, Search Analyst/Humanities Reference

Group B. - 11:00 - 11:30 AM, CAIRS
11:30 - 12:00, CRT Terminals

III. Evaluation

Student Questionnaire
Field Trip to Mississippi State University
January 16, 1979

I. Check yes or no in answer to the following questions:

A. Was this your first visit to Mississippi State University?

______ Yes
______ No

B. Have you visited Mitchell Memorial Library on the campus before?

______ Yes
______ No

C. Did the trip to MSU and Mitchell Memorial Library make you realize how the use of libraries can make you become a better student?

______ Yes
______ No

D. After seeing the many things related to campus life, are you more interested in receiving a college education?

______ Yes
______ No

E. Do you plan to take more advantage of library services which are available in your school and public libraries?

______ Yes
______ No

II. Answer the following questions in one or two sentences:

A. Which part of the library tour did you enjoy most?

B. Which part of the library tour did you like least?

C. Which part of the library would you like to know more about?

D. Which person in the library impressed you the most?

E. What was your general impression of the library?

F. What was your general impression of Mississippi State University?

Students Field Trip
January 16, 1979
Survey Data Results

I. A. 80% said this was their first visit to Mississippi State University
20% had been to the University before.

B. 20% said they had been to Mitchell Library before.
80% said this was their first visit.

C. 100% said that the visit to the library made them realize how use of a library could make them a better student.

D. 100% said they were more interested in attending college after seeing the many things related to campus life.

E. 100% said they planned to take more advantage of services offered by school and public libraries.

II. A. 25% could not name any specific part of the library tour they enjoyed the most--they enjoyed all of it.
15% named the card catalog as being the most enjoyable part of the library.
25% said they enjoyed the computer room of the library.
20% said they liked the reading room best.
15% liked the Mississippi room best.

B. 30% could not say that they liked any of the library tour "least"--they enjoyed all of it.
20% named the card catalog as being the least enjoyable.
5% named reference as being least enjoyable.
10% said the old books in the basement was the least enjoyable.
5% said climbing the stairs.
30% did not respond.

C. 55% said they would like to know more about the computer.
10% said they would like to know more about the card catalog.
5% named book labeling.
5% said the Mississippi Room.
5% said the Psychology section.
5% said the Business Administration section.
5% said they would like to know more about all of the library.
10% did not respond.

D. 35% named the tour guide in the library as the person that impressed them the most.
20% said the person that told them about the computer.
15% said that all the people in the library impressed them.
10% said the librarian impressed them the most.
20% did not respond.

E. Comments on the general impression of the library were: Very helpful place/ nice place/ great place/ good atmosphere/ very interesting place/ lots of information/ neat/ clean/ organized/ well equipped/ very advanced/ quiet/ big place for learning/ nice people.

F. Comments on the general impression of the University were: Nice school/ good college/ fine University/ great place/ very prosperous/ nice place to go to college/ clean/ big/ too big/ OK place/ beautiful old chapel/ huge University.

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February 7, 1979

Dr. George Lewis
Mitchell Memorial Library
Mississippi State University
Mississippi State, Mississippi 39762

Dear Dr. Lewis:

Thank you so much for making the necessary arrangements for the students at Durant Attendance Center to tour the Mitchell Memorial Library. It was not only very informative but also very interesting to all of us.

In checking the results of a questionnaire concerning the trip, I found that the students made only favorable comments about it. Please tell Mr. Bush and the "ladies who showed us the machines" that they were listed by the students as those who impressed them the most.

It was good to be on your campus again.

Sincerely,

Laura M. Bowie

Laura M. Bowie, Director/Facilitator
Library Training Institute

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February 7, 1979

Dr. Roy Ruby
Assistant and Vice-President of Student Affairs
Mississippi State University
Mississippi State, Mississippi 39762

Dear Dr. Ruby:

Thank you for making the necessary arrangements for a tour of the campus by the students at Durant Attendance Center.

The career information which was provided for each student was very helpful, and the guided tour under the direction of Miss Pat Hartley was especially interesting.

It was good to be on your campus where genuine hospitality is always evident.

Sincerely,

Laura M. Bowie

Laura M. Bowie, Director/Facilitator
Library Training Institute

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HOLMES COUNTY SCHOOL DISTRICT

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DISTRICT 5 (CHAIRMAN)

February 7, 1979

Miss Pat Hartley, Counselor
Office of Admissions and Records
Mississippi State University
Mississippi State, Mississippi 39762

Dear Miss Hartley:

Thank you for planning such an interesting tour of the Mississippi State campus for the twenty students from Durant Attendance Center. All of them were delighted with the "royal treatment" which you gave them--and the mix-up concerning the campus bus did not matter at all.

The students are looking forward to receiving information on their selected careers.

It was a pleasure to be on your campus again.

Sincerely,
Laura M. Bowie
Laura M. Bowie, Director/Facilitator
Library Training Institute

HOLMES COUNTY SCHOOL DISTRICT

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January 8, 1979

TO: Media Specialists, Library Aides

FROM: Laura Bowie

RE: Library Training Sessions

Happy New Year!

Below is a schedule of the library training session which will include media specialists and library aides. I hope that you have been helping the teachers develop their units through the use of all available library materials. Prove to them how much they need you and the library to aid them in their classroom instruction!

There may be additional sessions, but these are the ones that have been scheduled at this time.

Date	Participants	Place	Time
January 17	HS teachers, HS librarians	DAC	3:30 - 5:00
January 18	El. teachers, El. librarians, library aides	DAC	3:30 - 5:00
January 19	Librarians	Central Office	8:30 - 2:30
February 8	Librarians	Central Office	8:30 - 2:30
February 16	Librarians, library aides, 12th grade students, HS English teachers	DAC (Play)	1:30 - 3:00
February 21	HS teachers, HS librarians	DAC	3:30 - 5:00
February 22	El. teachers, El. librarians, library aides	DAC	3:30 - 5:00

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 23 and 24

TOPIC: Reference Tools for Teachers

OBJECTIVES:
- To assist teachers in using the Reader's Guide to Periodical Literature as a useful tool in their classroom instruction.
- To acquaint teachers with information found in a vertical file, picture file, and community resource file.

PARTICIPANTS: Sixty elementary and secondary teachers, four media specialists, three media aides

CONSULTANT: Mrs. Cornelia Walker, Media Specialist, Durant Attendance Center, assisted by Mrs. Ethel Bailey and Mrs. Susie Edwards, Media Specialists

LOCATION: Durant Attendance Center

DATE: January 17, 18, 1979 TIME: 3:30 - 5:00

PRELIMINARY PLANNING:
- Three meetings and several telephone conversations between director and consultant to outline the needs of teachers concerning use of reference materials and to plan methods of instruction to use in the training session.
- Conference between consultant and the two media specialists concerning their part of the instruction for this session.

PROCEDURES:

Materials Used	- Pamphlets on "How to Use the Reader's Guide to Periodical Literature" - Work sheet on using the Reader's Guide - Work sheet on using the card catalog
Role of Consultant	- Presentation by three Holmes County media specialists concerning the Reader's Guide, the card catalog, and the information files.
Role of Participants	- Practice in using the Reader's Guide, the card catalog, and in locating materials in the information files.
Evaluation and Supporting Data	
Performance Indicators	- According to records kept by media specialists, there was a forty per cent increase in teacher interest in the selection of new materials for the media center and a thirty per cent increase in use of the varied types of material for classroom instruction (See sessions 3 and 4 for Media Center Usage forms). - Over half of teachers gave assignments requiring students to use the Reader's Guide in preparing term papers and

READERS' GUIDE

WORK SHEET

THE READERS' GUIDE TO PERIODICAL LITERATURE is an______________________TO about 130 magazines. It is arranged alphabetically by________________________ and author.

Directions: Look at the questions and problems on pages 12 and 13 of the study booklet and write the answers to the following:

1.

4.

6.

9.

10.

12.

17.

18.

22.

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THE CARD CATALOG

WORK SHEET

Author Card:

1. Author's Name ______________________________
2. Title ______________________________
3. Is this a fiction or nonfiction? ______________________________
4. If this is a nonfiction book, what is the call number? __________
5. If this is a fiction book, under what letter of the alphabet will you find it? _____

Title Card:

1. Title ______________________________
2. Author ______________________________
3. Title (repeated) ______________________________
4. Is this book fiction or nonfiction? ______________________________
5. If this is a nonfiction book, what is the call number? __________
6. If this is a fiction book, under what letter of the alphabet will you find it? _____

Subject Card:

1. Subject: (in capital letters) ______________________________
2. Author ______________________________
3. Title ______________________________
4. Is this book fiction or nonfiction? ______________________________
5. If this is a nonfiction book, what is the call number? __________
6. If this is a fiction book, under what letter of the alphabet will you find it? _____

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 25

TOPIC:	Library Media Skills for Students (Third of five sessions)
OBJECTIVES:	To continue the preparation of a library skills handbook for grades 1-12
PARTICIPANTS:	Four media specialists, three media aides
CONSULTANT:	Mrs. Alice Sanford, Associate Professor Library Science, Mississippi State University
LOCATION:	Educational Services Building
DATE:	January 19, 1979 TIME: 9:00 - 3:00

PRELIMINARY PLANNING:

- Outline of handbook made at first meeting
- Discussion between director and consultant concerning details of the handbook and plans for this session
- Check of all lessons completed thus far

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PROCEDURES:

Materials Used	- Denison's Library Skills - Holmes County Curriculum Materials Catalog - English textbooks - Primer for Mississippi School Librarians
Role of Consultant	- Directed planning and made suggestions for detailed lessons
Role of Participants	- Media specialists completed test to be administered to one section of all students in grades 7-12. - Elementary and high school media specialists worked in separate groups to continue planning lessons for teaching library skills. - Media aides assisted media specialists by locating audio-visual materials which had been selected for lessons.
Evaluation and Supporting Data	- Completed lessons for grades one and two - Completed part of the lessons for grades 7-12
Performance Indicators	- Draft Library Media Skills Handbook completed.

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January 8, 1979

TO: Teacher Aides, Media Aides

FROM: Laura Bowie

RE: Library Training Session

Happy New Year!

Below is the schedule for our next library training session. Please notice that the dates have been changed and will be at the end of the month. I hope that these will be as beneficial as the others have been. Please bring the records of your storytelling on the forms which I gave you.

Date	Participants	Place	Time
January 30	TAC, MES aides	Central Office	9:00 - 2:00
January 31	LAC, LES, DAC aides	Central Office	9:00 - 2:00

PLEASE PUT THIS SCHEDULE IN YOUR NOTEBOOK WITH YOUR LIBRARY LESSONS!

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 26 and 27

TOPIC: Teacher Aides Learn About Dewey

OBJECTIVES:
- To teach media aides and teacher aides the main summaries of the Dewey Decimal Classification System
- To teach aides how to file catalog cards

PARTICIPANTS: Twenty-five teacher aides, three media aides

CONSULTANT: Mrs. Laura Bowie, Director of Institute

LOCATION: Educational Services Building

DATE: January 30, 31, 1979 TIME: 8:30 - 2:00

PRELIMINARY PLANNING:
- Director spent two hours planning lesson and preparing activity sheets.

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PROCEDURES:

Materials Used	- Outline of lesson - Activity sheets to accompany each part of the outline (Denison's *Library Skills*)
Role of Consultant	- Explained each part of the lesson, with question and answer period following each part. - Administered pre-test
Role of Participants	- Group and individual participation, using activity sheets related to lesson
Evaluation and Supporting Data	- Pre-test on knowledge of Dewey Decimal Classification and catalog cards. (Post-test to be administered after the next lesson, which is a continuation of this one. See Sessions 35 and 36 for data results.)
Performance Indicators	- Each participant was given a set of ten cards. Out of twenty-one participants, all but three filed cards correctly - Each participant further practiced filing cards at each of the school media centers.

Pre-Test
Dewey Decimal System
Teacher Aides, Media Aides
January 30, 31, 1979

1. The Dewey Decimal Classification System
   - ____ puts books with the same subject matter together.
   - ____ is a system of filing cards in the catalog.
   - ____ is an index of materials in a library.
   - ____ is none of these.

2. The card catalog
   - ____ is a book of cards.
   - ____ is a source for ordering cards.
   - ____ is an index to all materials in the library.
   - ____ is a list of filmstrips in the library.

3. The call number is made up of
   - ____ place of publication and publisher.
   - ____ classification number plus letters of the author's last name.
   - ____ classification number plus shelf location.
   - ____ author's initials plus shelf location.

4. The call number usually appears on the catalog card in the
   - ____ upper center.
   - ____ upper right.
   - ____ upper left.
   - ____ lower left.

5. A biography is
   - ____ the true story of a person's life.
   - ____ a list of books.
   - ____ a study of living things.
   - ____ a story that is not true.

6. A book of fiction
   - ____ is not true.
   - ____ is an index of materials.
   - ____ is true.
   - ____ is a kind of encyclopedia.

7. A book marked "S.C." for story collection contains
   - ____ the lives of several persons.
   - ____ several fiction stories.
   - ____ a collection of maps.
   - ____ all of the above.

8. A biography of Abraham Lincoln by Carl Sandburg will be found on the biography shelves under
   - ____ Abraham.
   - ____ Carl.
   - ____ Lincoln.
   - ____ Sandburg.

9. Of the fiction books with the following titles and authors, which one will stand first on the shelves?
   - ____ Dickens - Christmas carol.
   - ____ Dickson - Bennett High.
   - ____ Dickens - Oliver Twist.
   - ____ Douglas - Big fisherman.

10. Of the books with the following classification numbers, which one will stand first on the shelves?
    - ____ 589.2
    - ____ 398.2
    - ____ 629.13
    - ____ 398.12

11. Books marked "R" for reference usually include
    - ____ dictionaries.
    - ____ almanacs and yearbooks.
    - ____ encyclopedias.
    - ____ atlases and gazetteers.
    - ____ all of the above types of books.

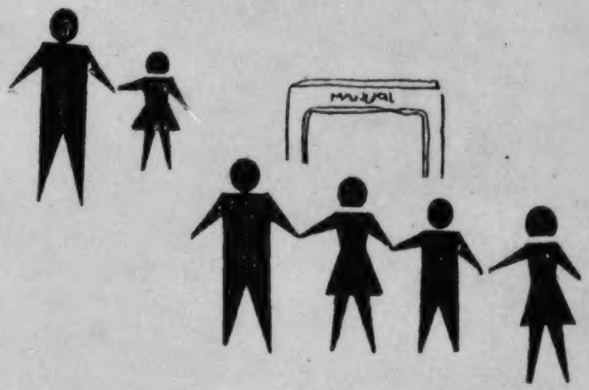
12. Of the books with the following classification numbers, which one will stand first on the shelves?
    - ____ 822.3
    - ____ 822.6
    - ____ 822.1
    - ____ 822.09

13. Catalog cards with the top line in all capital letters are usually
    - ____ subject cards.
    - ____ author cards.
    - ____ cross-reference cards.
    - ____ title cards.

14. Audiovisual materials include
    - ____ books, periodicals and charts.
    - ____ films, filmstrips, slides, recordings.
    - ____ games, toys and animals.
    - ____ tables, chairs, and shelves.

15. Circulating materials in a library means
    - ____ check out to individuals for a period of time.
    - ____ moving materials around in the library.

Holmes County Library Training Institute



February

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	Media Sp Media Aides Session 28
5	Teacher Aides Media Aides Session 29	7	8	9
12	13	El Media Sp El Media Aides Session 30	15	Students "World of Macbeth" Session 31
19	20	Secondary Teachers Media Sp Media Aides Session 32	El Teachers Media Sp Media Aides Session 33	23
26	27	28		

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 28

TOPIC: Library Media Skills for Students (Fourth of five sessions)

OBJECTIVES: To develop a handbook for teaching library media skills to students in grades 1-12

PARTICIPANTS: Four media specialists, three media aides

CONSULTANT: Mrs. Alice Sanford, Associate Professor Library Science, Mississippi State University

LOCATION: Educational Services Building

DATE: February 2, 1979 TIME: 8:30 - 3:00

PRELIMINARY PLANNING:

- Outlined procedures for reaching goal of this session, completion of lessons for grades 3 and 7-12

Session 28 (continued)

PROCEDURES:

Materials Used	- Denison - A Guidebook for Teaching Library Skills, Books 1-4 - Audio-visual materials related to library media skills instruction
Role of Consultant	- Gave advice, made corrections, and helped with actual work in each group (elementary and secondary).
Role of Participants	- Completed media skills lessons for grades 7-12. - Continued development of lessons for grade 3. - Previewed audio-visual material for media skills instruction.
Evaluation and Supporting Data	- Completion of goals as set forth in preliminary planning
Performance Indicators	- Media specialists began immediately to use the handbook in teaching library media skills to grades 7-12. (Tests had been administered earlier to students in grades 7-12.) - All media specialists provided lists of library media materials available for inter-library loan. (Holmes County School media centers)

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January 8, 1979

TO: Advisory Board Members, Library Training Program

FROM: Laura Bowie

RE: Advisory Board Meeting

Happy New Year!

The next meeting of the Library Training Advisory Board will be held at the Educational Services Center on Thursday, January 25, at 3:30 p.m.

Listed below is a schedule of training sessions which have been scheduled for January and February. We would be happy for you to attend any of your choice. The Shakespearean performance at Durant Attendance Center on February 16 promises to be very good.

Date	Participants	Place	Time
January 16	20 DAC students	Miss. State University	7:45 -
January 17	HS teachers, HS media spec.	Durant Att. Center	3:30 - 5:00
January 18	El teachers, El media spec. El. media specialist	Durant Att. Center	3:30 - 5:00
January 19	Media specialists	Central Office	8:30 - 2:30
January 30	TAC, MES aides	Central Office	9:00 - 2:00
January 31	LAC, LES, DAC aides	Central Office	9:00 - 2:00
February 8	Media specialists	Central Office	8:30 - 2:30
February 16	Media spec., media aides, students, HS English teachers	Durant Att. Center (play)	1:30 - 3:00
February 21	HS teachers, HS media spec.	Durant Att. Center	3:30 - 5:00
February 22	El. teachers, El. media spec.	Durant Att. Center	3:30 - 5:00

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 29

TOPIC: Preparing Visuals for Classroom Instruction

OBJECTIVES: To teach media aides and teacher aides how to produce the following for classroom use:

1. Mounted thermal transparencies
2. Laminated pictures
3. Dry-mounted pictures
4. Various kinds of puppets

PARTICIPANTS: Twenty-four teacher aides, three media aides

CONSULTANT: Mr. John Barlow, Director of Educational Media Services, Mississippi State Department of Education

LOCATION: Educational Services Building

DATE: February 6, 1979 TIME: 9:00 - 2:00

PRELIMINARY PLANNING:

- Discussion between consultant and director
- Listing of material for participants to furnish
- Letters to each participant
- List of materials to purchase for use in preparing visuals

Session 29 (continued)

PROCEDURES:

Materials Used	- Mississippi State Department of Educational Media Services - *Preparing Instructional Graphics* - Williams, D. M. - *More Paper-Bag Puppets* - See list of additional materials
Role of Consultant	- Gave detailed instructions and demonstrated step-by-step how to make each visual and puppet. - Gave individual help to the participants.
Role of Participants	- Prepared at least one of each visual or puppet
Evaluation and Supporting Data	- The finished products which they used in their schools
Performance Indicators	- All participants were observed by the director who found that 95% of them were using the material with children in their schools. This included transparencies, puppets, and laminated pictures all of which were completed during this workshop. (See sample form used to collect data.)

Materials Used for Training Session
on
Creative Learning Experiences in the School Media Center
February 6, 1979

Contact paper (clear, slick) ½ yd. per participant

1 pkg. transparency markers (water base)

1 pkg. brown paper bags (lunch size)

Scraps of fabric (material)

Elmer's glue

Sheets of poster board (white) 1 per participant

Pieces of wool yarn

Scotch tape

Masking tape

Bag of cotton balls

2 pkg construction paper (assorted)

Rulers

Straight pins

Pipe cleaners

Old buttons

Old beads

Scissors

Children's magazines

Children's books (old, discarded)

Magazines for colorful pictures

Dry mounting tissue

Laminating film

Seal release paper

Razor blades

Frames for transparencies

Equipment: Overhead projector
Copying machine

Preparing Visuals for Classroom Instruction
Sample Form

I. Check the following visuals according to their usefulness to you in classroom instruction.

	Excellent	Good	Fair	Poor
Puppets	____	____	____	____
Transparencies	____	____	____	____
Laminated pictures	____	____	____	____
Instructional activity sheets	____	____	____	____

II. Check the approximate number of times which you have used the following since the training session.

	0 - 5	6 - 10	11 - 15	16 - 20
Puppets	____	____	____	____
Transparencies	____	____	____	____
Laminated pictures	____	____	____	____
Instructional activity sheets	____	____	____	____

Preparing Visuals for Classroom Instruction
Survey Data Results
February 6, 1979

I. Check the following visuals according to their usefulness to you in classroom instruction.

	Excellent	Good	Fair	Poor
Puppets	9	9	1	0
Transparencies	6	12	1	0
Laminated Pictures	5	11	3	0
Activity Sheets	13	6	1	0

II. Check the approximate number of times which you have used the following since the training session.

	0-5	6-10	11-15	16-20
Puppets	8	8	3	0
Transparencies	5	8	3	3
Laminated Pictures	12	3	2	2
Activity Sheets	4	3	6	6

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 30

TOPIC:	Library Media Skills Handbook for Students (Fifth of five sessions)
OBJECTIVES:	To develop a section of handbook for teaching library media skills to elementary students, grades one through four
PARTICIPANTS:	Two media specialists (elementary), and two media aides (elementary)
CONSULTANT:	Mrs. Alice Sanford, Associate Professor Library Science, Mississippi State University
LOCATION:	Educational Services Building
DATE:	February 14, 1979 TIME: 8:30 - 3:00

PRELIMINARY PLANNING:

- Continued to work from outline of plans made at the beginning of this series of sessions. The purpose of this session was to complete lessons for teaching library media skills in grades 1-4.

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PROCEDURES:

Materials Used	- Denison's *Library Skills* - Media from school library media centers and Central Media Center - Equipment for viewing
Role of Consultant	- Checked each lesson as it was being prepared--correcting, offering suggestions and making changes.
Role of Participants	- Using the outline for teaching library media skills to grades 1-4, which had been prepared at the first session, the media specialists and aides divided into groups, with two media specialists working on skills for each grade. Media aides assisted by locating audio-visual materials and setting up for viewing.
Evaluation and Supporting Data	- Completion of separate lessons for teaching library media skills in grades 1-4.
Performance Indicators	- Copies of lessons were made for each media specialist and media aide, and instruction began in every school the following week. - English teachers worked in cooperation with most of the media specialists and aides.

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January 31, 1979

TO: Students in Library Training Institute

FROM: Laura Bowie

You are cordially invited to attend the performance of "The World of Macbeth," which will be presented at Durant Attendance Center on Friday, February 16, at 1:30 p.m. Senior classes at Tchula Attendance Center and Lexington Attendance Center are also invited to attend.

Since you are the host school, we shall expect you to welcome the visiting classes and assist them in any way that is necessary while they are on your campus.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 31

TOPIC: "The World of Macbeth", Dramatic Presentation

OBJECTIVES: To design a model comprehensive library media cultural curriculum unit related to the study of Elizabethan England, theater and "Macbeth"

PARTICIPANTS: Three hundred fifty-four high school students, eight English teachers, three media specialists

CONSULTANT: South Carolina Theater Company, Milton Dickson

LOCATION: Durant Attendance Center

DATE: February 16, 1979 TIME: 1:00 - 3:00

PRELIMINARY PLANNING:

- Eight English teachers in the three high schools conducted a concentrated study of Elizabethan England, Shakespeare's theater and "Macbeth" in preparation for the presentation. The director received material about the production, publicized it in the papers for several weeks, distributed posters to each school, made special posters as invitations to seniors. She also met with the English teacher who was chairperson for the planning committee and outlined plans.

PROCEDURES:

Materials Used	- Posters - Available Elizabethan material at the building level - Available material at public libraries
Role of Consultant	- Dr. Milton Dickson, who was in charge of the production, made introductory remarks about Shakespeare, the theater of his day, and the players. He also played the parts of several characters in the play, just as it was done in Shakespeare's day.
Role of Participants	- Prepared for performance by becoming involved in study and research, as directed by English teachers.
Evaluation and Supporting Data	- Seniors from the three high schools evaluated the program in different ways (Opinionnaire, critique).
Performance Indicators	- One group of students judged the performance by points set up by the teachers. - Twenty per cent of all students visited their school library media center for further information. (The teachers had covered it so well before the performance that there was little else to pursue concerning this particular drama.)

EVALUATION
of the
Stage Performance of Shakespeare's MACBETH
by
South Carolina Theater Company

	Excellent	Good	Fair	Poor
1. Provide sufficient introduction to the selection as background for the audience.				
2. Use attention getting devices at the beginning, middle and ending.				
3. Tell story that presented some conflict which was resolved.				
4. Use of the voice in creating characterization.				
5. Convey the thoughts and emotions of the author through delivery.				
6. Create interest for further reading of similar or other literary works.				

Additional comments:

EVALUATION
of the
Stage Performance of Shakespeare's MACBETH
by
South Carolina Theater Company
Survey Data Results

February 16, 1979

	Excellent		Good		Fair		Poor	
	Raw	%	Raw	%	Raw	%	Raw	%
1. Provide sufficient introduction to the selection as background for the audience.	10	44	11	48	1	4	1	4
2. Use attention getting devices at the beginning, middle and ending.	3	13	9	39	10	44	1	4
3. Tell story that presented some conflict which was resolved.	4	22	14	58	4	17	1	4
4. Use of the voice in creating characterization.	13	53	6	30	4	17	0	0
5. Convey the thoughts and emotions of the author through delivery.	4	17	13	53	6	30	0	0
6. Create interest for further reading of similar or other literary works.	3	13	14	57	4	21	2	9

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DISTRICT 5 (CHAIRMAN)

February 19, 1979

Mr. John McGee, Principal
Durant Attendance Center
Durant, Mississippi 39063

Dear Mr. McGee:

I would like to express my appreciation to you for your fine spirit of cooperation in helping to make the Library Training Institute a meaningful experience for the students and teachers who are participating in the program.

I was especially proud of the conduct and attitude of the students who attended the production of "The World of Macbeth," which was presented at your school recently. You were not present, but the atmosphere of a school well-run was felt, leaving visitors with a good impression of your school.

I am sorry that you have been in the hospital again, and I sincerely hope that you will have permanent relief soon.

Sincerely,

Laura Bowie

Laura Bowie, Director/Facilitator
Library Training Institute

HOLMES COUNTY SCHOOL DISTRICT

WILLIAM DEAN, JR.
SUPERINTENDENT

EMMETT C. REESE
ASSISTANT SUPERINTENDENT
BUSINESS AFFAIRS
TRANSPORTATION

LESLIE JOHNSON
ASSISTANT SUPERINTENDENT
FEDERAL PROGRAMS
INSTRUCTION

P. O. DRAWER B :-: PHONE 834-2175
LEXINGTON, MISSISSIPPI 39095

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DISTRICT 3
MATILDA BURNS
DISTRICT 4
EDDIE J. CARTHAN
DISTRICT 5 (CHAIRMAN)

February 19, 1979

Mr. Horace Glover, Principal
Tchula Attendance Center
Tchula, Mississippi 39169

Dear Mr. Glover:

Thank you for your cooperation in making it possible for the senior students at Tchula Attendance Center to attend the production of "The World of Macbeth." I was especially proud of the conduct and attitude of the students, and I feel that they gained additional knowledge which will be beneficial to them now as well as later.

I hope that results of the Library Training Institute will soon be felt in your school and will continue long after the program has ended.

Sincerely,

Laura Bowie

Laura Bowie, Director/Facilitator
Library Training Institute

HOLMES COUNTY SCHOOL DISTRICT

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SUPERINTENDENT

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ASSISTANT SUPERINTENDENT
BUSINESS AFFAIRS
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DISTRICT 4
EDDIE J. CARTHAN
DISTRICT 5 (CHAIRMAN)

February 19, 1979

Mr. John Johnson, Principal
Lexington Attendance Center
Lexington, Mississippi 39095

Dear Mr. Johnson:

Thank you for your cooperation in making it possible for the senior students at Lexington Attendance Center to attend the production of "The World of Macbeth." I was especially proud of the conduct and attitude of the students, and I feel that they gained additional knowledge which will be beneficial to them now as well as later.

Also, I would like to express my appreciation to you for your cooperation in making the Christmas tea a great success. I could never have done it without your help.

Sincerely,

Laura Bowie

Laura Bowie, Director/Facilitator
Library Training Institute

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 32 and 33

TOPIC: Synthesis of Sessions (3, 4, 12, 13, 23 and 24) The Teacher and the School Media Program

OBJECTIVES:
- To assess the current level of knowledge and attitudes teachers have about the school library media program.
- To promote an improved awareness of the learning resources in the library media center.
- To encourage teachers to use media materials in their classroom instruction.

PARTICIPANTS: Twenty-seven high school teachers, twenty-nine elementary teachers, four media specialists, three media aides

CONSULTANT: Mrs. Cornelia Walker, Media Specialist, Durant Attendance Center

LOCATION: Durant Attendance Center

DATE: February 21, 22, 1979 TIME: 3:30 - 5:00

PRELIMINARY PLANNING:
- The director and Mrs. Walker, the consultant, had initially planned this as the culmination of the other three lessons taught on use of the media center. The teachers had not used the materials previously because they did not understand how to use the media center; nor did they realize how much material was available for use with classroom instruction.

PROCEDURES:

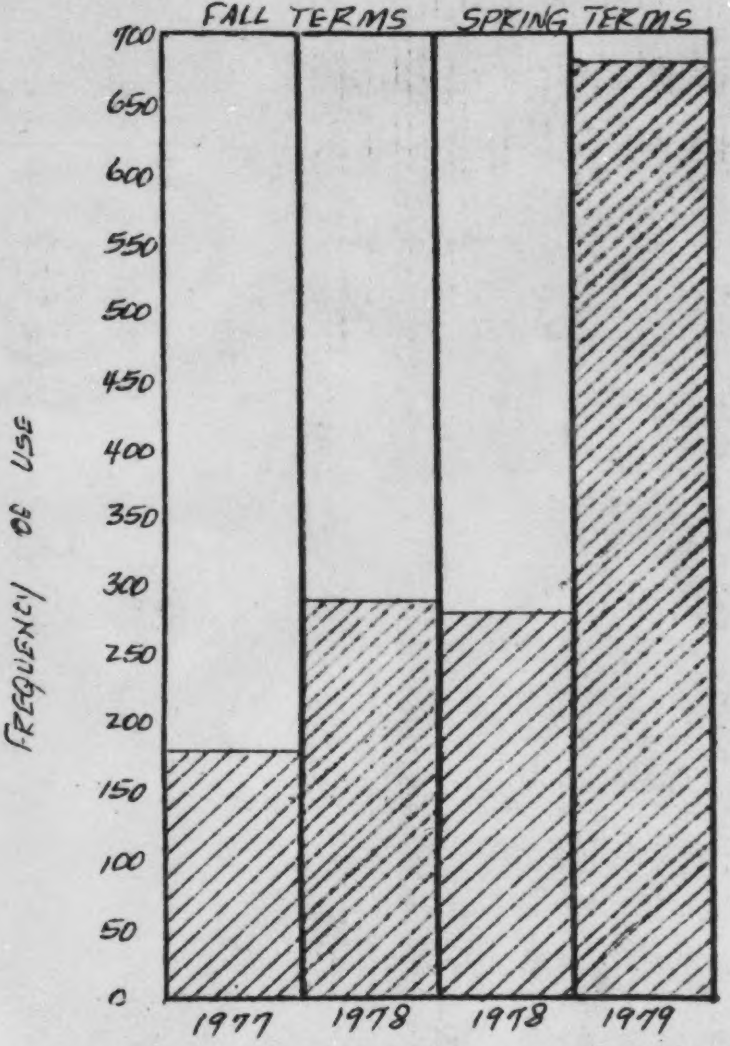
Materials Used	- Books, pictures, and audio-visual materials which teachers had used for development of the units of study.
Role of Consultant	- Groups of teachers which were previously organized by curriculum subject areas were introduced to all participants. (See sessions 3, 4)
Role of Participants	- In this session, the chairperson of each group presented the completed unit of study which they had prepared, explained how it was developed and named the media resource materials which had been included.
Evaluation and Supporting Data	- The completed study units - Frequency of use data collected for media materials. (See attached histograms) - Administered post test (See sessions 3 and 4 for teacher questionnaire form)
Performance Indicators	- Teacher interest in selecting new materials for classroom instruction increased. - Request forms issued with teachers preparing requests for future orders. (Formerly, this had been attempted with very little response from the teachers.)

Performance Indicators (continued)

- Records kept on each teacher revealed an increase in their use of the library (See attached results)
- The Central Media Center showed an increase of over 200% in teacher usage since the Institute began. (See histogram)
- Each curriculum subject area group made a presentation of the units of study they had developed.

COMPARISON GRAPH
OF
MEDIA USAGE

SCHOOL YEAR 1977-78
&
SCHOOL YEAR 1978-79



SCHOOL YEAR 1977-78 = GREEN HATCHING
SCHOOL YEAR 1978-79 = ORANGE HATCH

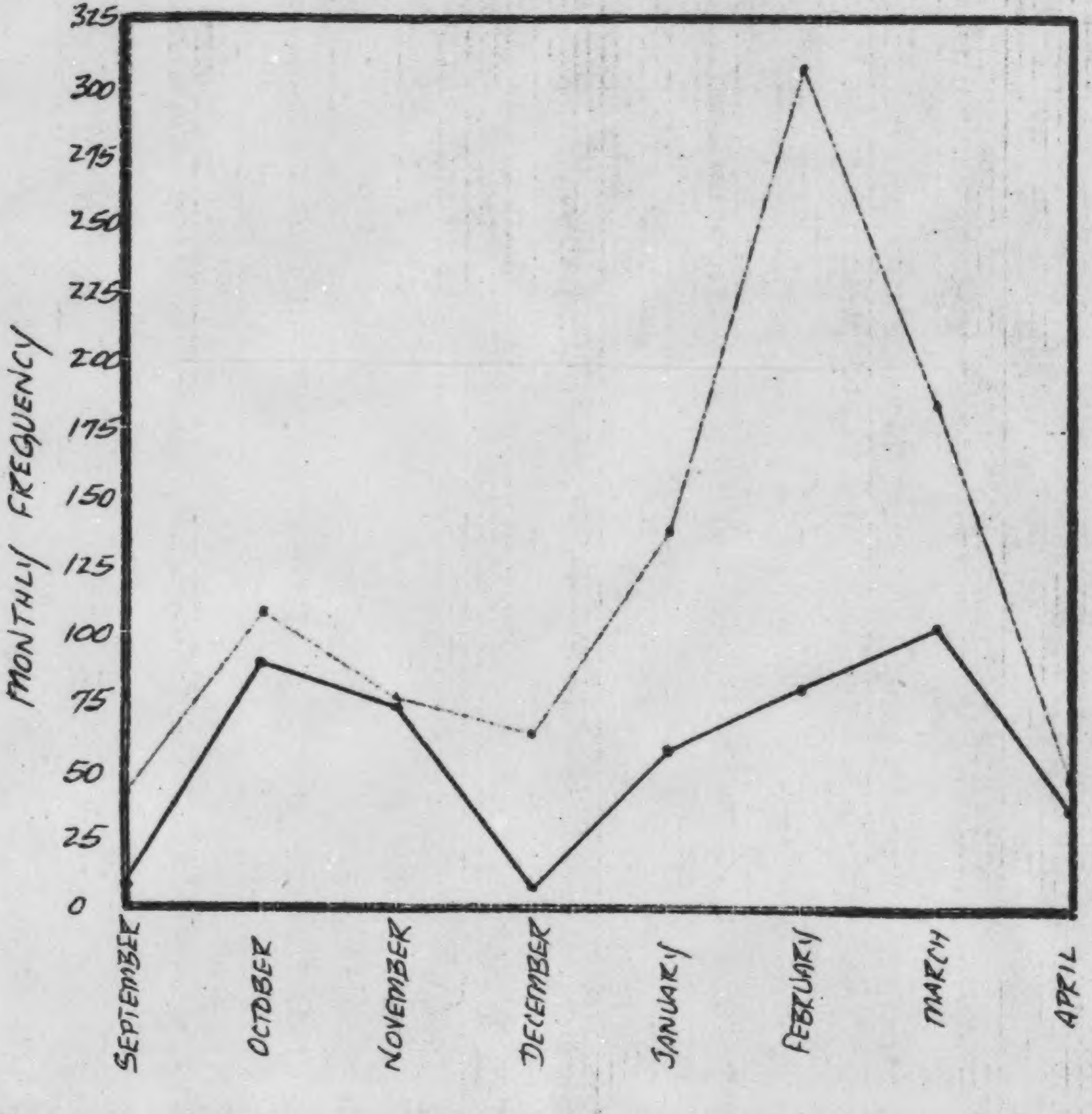
PERCENT OF INCREASE (SPRING OVER FALL) SCHOOL YEAR 1977-78 = 155%

PERCENT OF INCREASE (SPRING OVER FALL) SCHOOL YEAR 1978-79: 235%

PERCENT OF INCREASE (1978-79 OVER 1977-78) = 211%

COMPARISON GRAPH
OF
MEDIA USAGE

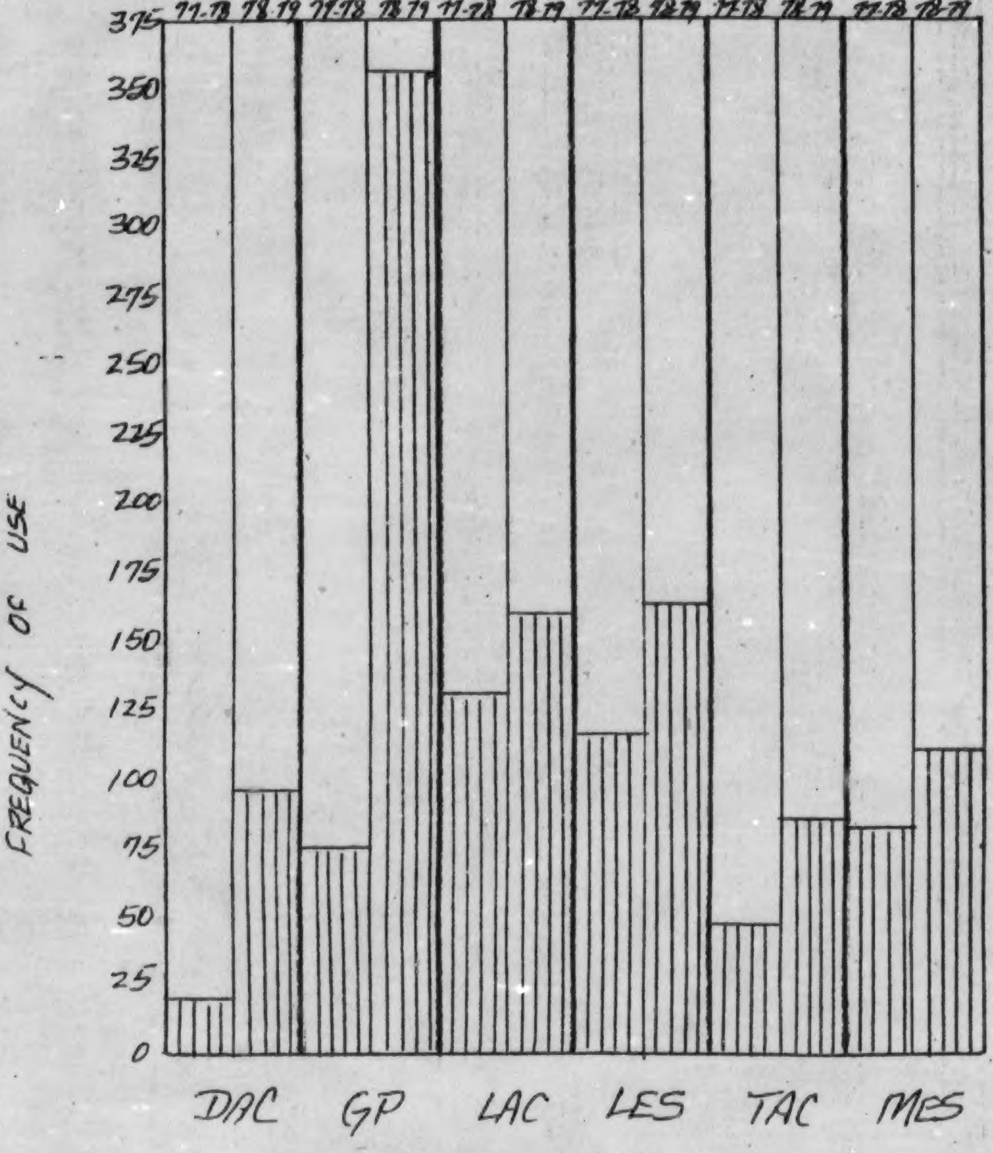
SCHOOL YEAR 77-78 — 78-79



SCHOOL YEAR 77-78 = PURPLE
SCHOOL YEAR 78-79 = ORANGE

COMPARISON GRAPH
OF
MEDIA USAGE

SCHOOL YEAR 77-78
AND
SCHOOL YEAR 78-79



DAC = DURANT ATTENDANCE CENTER
GP = GOODMAN PICKENS ELEMENTARY
LAC = LEXINGTON ATTENDANCE CENTER
LES = LEXINGTON ELEMENTARY SCHOOL
TAC = TCHULA ATTENDANCE CENTER
MES - MILESTON ELEMENTARY SCHOOL

Teacher Training Session
Survey Data Results
February 21, 1979

1. 55% of the High School teachers said they frequently used the library in their teaching activities.
   45% said they used the library sometimes.
   None said they never used the library in connection with their teaching.

2. 27% stated they used the library daily for either personal or professional needs.
   18% said they used the library once a week.
   32% responded once a month.
   5% said once a semester.
   18% did not respond.

3. 41% stated that if the school library doesn't have needed information, they went to another library.
   55% said they asked the librarian to order it.
   None said they gave up.

4. 5% said they could always find the material they needed for themselves and students in the school media center.
   9% said they frequently could find needed material.
   41% said they could sometimes find needed material
   None said they could never find needed material.

5. 23% said they frequently planned units of study which required students' use of the library.
   77% said they sometimes planned for library use.
   0% said they never planned this type of study.

6. 23% said they frequently had planning sessions with librarian before assigning this type study to students.
   68% said they sometimes had sessions.
   5% said they never had such sessions.
   4% did not respond.

7. 64% said they contacted librarian before making assignments to see ir needed materials were available.
   45% stated they checked card catalog themselves.
   5% said they sent a student to check.
   14% said they contacted librarian and checked card catalog.

8. 86% said they always found library employees helpful and courteous.
   14% said they frequently found them helpful and courteous.

9. 5% said they never sent students to library for independent study and research.
   59% said they did occasionally.
   32% said they did frequently.
   5% said constantly.

10. Answered on first survey--did not require another answer.

11. Answered on first survey--did not require another answer.

12. Phases of library service most helpful in teaching activities. (Each could have several answers.)
    18% said book talks and discussions.
    9% said lessons on encyclopedias.
    23% said lessons on other reference books and materials.
    23% said lessons using audio-visual materials.
    23% said lessons on how to use the library.
    50% said materials provided for units of study.
    18% said opportunity for students to pursue independent study.
    5% said reading guidance.

Teachers were asked to tell how the Library Training Institute training sessions have helped them. Many answered that they had a new awareness of available materials to aid their teaching. Other answers were improved library skills, being able to help students in research, material available to them in other libraries, acquired the new materials catalog, met new people and many other helpful ways.

Teacher Training Session
Survey Data Results
February 22, 1979

1. 56% of the Elementary teachers said they frequently used the library in their teaching activities.
   44% said they used the library sometimes.
   None said they never used the library in connection with their teaching.

2. 22% said they used the library daily for either personal or professional needs.
   56% said they used the library once a week or more.
   22% said they used the library once a month.

3. 48% stated that if the school library doesn't have needed information, they go to another library.
   52% said they asked the librarian to order it.
   None said they gave up.

4. 4% said they could always find the material they needed for themselves and their students in the school library.
   33% said they frequently could find needed material.
   63% said they could sometimes find needed material.
   None said they could never find needed material.

5. 7% said they frequently planned units of study which required student's use of the library.
   85% said they sometimes planned for library use.
   8% said they never planned for library usage.

6. 15% said they frequently had planning sessions with librarian before assigning lessons necessitating library usage.
   67% said they sometimes had sessions with librarian.
   18% said they never had sessions.

7. 59% said they contacted librarian before making assignments to see if needed materials were available.
   37% stated they checked card catalog themselves.
   4% said they sent a student to check.
   4% said they did no checking.
   7% did not respond.
   11% checked with librarian and also checked card catalog.

8. 56% said they always found library employees helpful and courteous.
   33% said they frequently found them helpful and courteous.
   11% said they sometimes found them helpful and courteous.

9. *7% said they never sent students to library for independent study and research.
   48% said they did occasionally.
   19% said they did frequently.
   15% said they did constantly.
   7% said they preferred their students use the classroom library for independent study and research.
   4% did not respond.

10. Answered on first survey--did not require another answer.

11. Answered on first survey--did not require another answer.

12. Phases of library service most helpful in teaching activities. (Each teacher could check several answers.)
    26% said book talks and discussions.
    7% said lessons on encyclopedias.
    15% said lessons on other reference books and materials.
    22% said lessons using audio-visual materials.
    44% said lessons on how to use the library.
    26% said materials provided for units of study.
    7% said opportunity for students to pursue independent study.
    7% said reading guidance.
    26% said recreational reading.
    30% said storytelling.
    7% did not respond.

*first grade teachers.

Library Training Institute

A Resource Unit
on
Community Helpers

Submitted by

Mrs. Lula Carlisle
Mrs. Lessie Terry
Miss Patsy Smith

February 22, 1979

Community Helpers

A changing concept of the importance of the study of the community has been reflected in courses of study in recent years. For the pupil in the elementary school, it is now considered highly significant for him to know his immediate vicinity and to be cognizant of how he can contribute to it, with the goal that he will make it a better place in which to live, for himself and for others.

This unit on community helpers is designed for the primary department, but some of the suggestions can also be utilized in kindergarten.

Approach

Prior to the actual work on the unit on community helpers, the teacher should interest the pupils in the study and help them sense its significance. One method is to make a poster entitled, "How Do These People Help You?" A picture of a boy and girl could be the central figures. Around them might be placed pictures of community helpers such as the policeman, the fireman, and others that the teacher thinks the boys and girls should study.

Where systematic work on the unit begins, the approach could include:

Use of a Flannelboard - On a flannelboard with the caption "What Can I Do For You?" might be placed a figure made of construction paper, representing one of the community helpers. The pupils could enumerate different ways in which the helper can be of assistance to them. As each new community helper is studied, his picture could be added to the flannelboard.

Visit by a Community Helper - It is better to have a community helper visit the classroom after, rather than before, the boys and girls have studied about him, so that they can profit more from the visit. However, before the first one is studied, his appearance in the classroom would stimulate interest and provide an incentive for study of the unit.

Stories - To develop interest, the teacher could read to the class an interesting story on a community helper. Books like Lois Lenski's, *The Little Fire Engine* or a motion picture like "Fireman, Fireman". Jerrold Beim's, *The Country Mailman* could prove an exciting beginning to the unit.

Planning Period

To make the unit very interesting, the boys and girls should have a part in its planning. When the unit is introduced, the pupils could make plans concerning only one community helper. When they have successfully completed the major part or all of their study of that helper, they could decide on the other helpers to study.

Deciding on Objectives - A discussion of possible objectives could be held, and one or more selected. Two possible objectives are: How do community helpers help us? How can we help the community helpers do their work?

Questions for Study - The boys and girls can also help plan what questions they would like to have answered about each community helper. These will vary with the different workers studied. As the questions are suggested, the teacher could list them on the chalkboard and then the pupils could help arrange them in a suitable order for study.

Questions like these might be agreed upon in connection with the study. For example, the policeman: What different kinds of work does the policeman do? How does a policeman learn to be a policemen? What kinds of clothes does he wear? How does the policeman know when someone needs him? How long does the policeman work?

Activities

In deciding on the activities to be performed, the group should choose only those that have a direct bearing on the problem of study.

1. Start a file of significant pictures about community helpers and their work.

2. Put on skits or puppet shows. The class could be divided into as many committees as there have been helpers studied. Each group could dramatize the work of a particular helper.

3. Give reports on books on community helpers. In many instances, the books might be primarily picture books. Even in the first grade, the boys and girls could learn that they should give the title and author of the book, tell what it is about, report on something that interested them especially in the book, and tell how they liked the book.

4. Make a class notebook on community helpers. In the first grade, this might be a picture book, drawn by the boys and girls, with captions written by the teacher.

5. Go on a field trip. A trip to the office or to the fire station could be very profitable, especially if it follows extensive study of the topic. The teacher should make careful preparation beforehand, by talking with the person beforehand, by talking with the person in charge of the place to be visited and by helping the boys and girls plan points on which to obtain information.

6. Make experience charts highlighting particular learnings, such as what a fireman wears or shat he does.

7. Construct a make-believe post office or fire station of store.

8. Compose songs about community helpers and sing them.

Evaluation

Throughout the study, the teacher and pupils should note how well the set objectives are being accomplished. Means of appraisal that might be used include:

1. Give an interest test. Before the test, the teacher should stress that every person should answer each question so that the answers really tell what he has been doing or what he likes to do. Questions like these might be included: Have you told someone in your family about what we have been learning about community helpers? Have you taken books from the library about community helpers?

2. Put on a "quiz program" about points studied in the unit.

3. Not whether or not the pupils voluntarily look at books on the topic, what the pupils say before school, during intermissions, or after school as they discuss among themselves points on the topic being studied.

4. Look for indications of learning in the pupils' writing, drawings, and products of construction activities.

BIBLIOGRAPHY

Books

Barr, Jene. Mr. Zip and the U.S. Mail. Chicago: Albert Whitman, 1964.

Beim, Jerrold. The Country Mailman. New York: William Morrow, 1958.

Chapin, Cynthia. Healthy Is Happy. Chicago: Albert Whitman, 1970.

Chapin, Cynthia. Squad Car 55. Chicago: Albert Whitman, 1966.

Harris, Joanna C. Let's Go to a Sanitation Department. New York: G. P. Putnam's Sons, 1972.

Lenski, Lois. The Little Fire Engine. New York: Henry Z. Walck, 1946.

Non Book

Motion Pictures

"Duke Thomas: Mailman". Los Angeles: Churchill Films, 1967

"Fireman, Fireman". Hollywood: Paramount Communications, 1974

"Our Friend, the Policeman". Hollywood: Paramount Communications, 1972

Kits

"Going to the Doctor, Dentist, and Hospital" Jamaica, New York: Eyegate, 1972

"Retail Store Workers". Detroit: Edu-Craft, 1968

"The Utility Worker". Detroit: Edu-Craft, 1968

256

HOLMES COUNTY SCHOOL DISTRICT

WILLIAM DEAN, JR.
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February 16, 1979

TO: Special Education Teachers

FROM: Laura Bowie

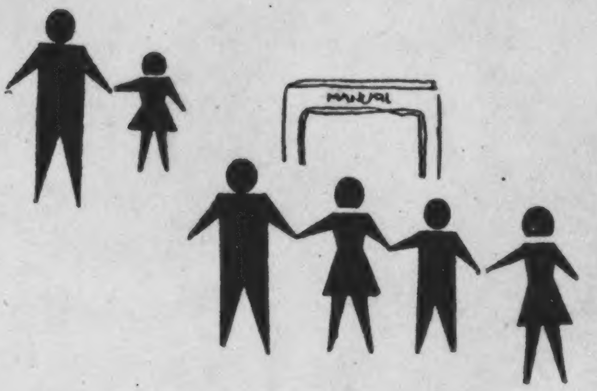
RE: Field Trip

Mr. Lamar Simmons, director of the Materials Center at Yazoo City, has scheduled our visit to the Materials Center there for Thursday, March 1.

Please meet at the Central Office at 8:00 A.M. where transportation will be provided for everyone. We plan to be in Yazoo City by 9:30 A.M. so that you can have ample time to examine the materials thoroughly.

I look forward to seeing you again on March 1.

Holmes County Library Training Institute



March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			Special Ed Teachers Field Trip Session 34	2
Teacher Aides Media Aides Session 35	Teacher Aides Media Aides Session 36	7	Conference with Media Sp and Media Aides	9
12	13	14	15	16
Post Tests (Students)	Planning with Consultant	21	22	23
Principals Teachers Media Sp Sessions 37,38	Teachers Media Sp Sessions 39,40	28	Aides begin practice in media centers	30

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Session 34

TOPIC: Selection of Appropriate Materials for Teaching Special Education Students

OBJECTIVES: To familiarize special education teachers with additional instructional materials which are available for their use in classroom instruction.

PARTICIPANTS: Seventeen special education teachers, county coordinator of special education, director of Library Training Institute

CONSULTANT: Director of Resource Center

LOCATION: Regional Learning Resource Center, Yazoo City

DATE: March 1, 1979 TIME: 8:00 - 3:00

PRELIMINARY PLANNING:

- Three sessions were held with coordinator of special education to plan best method for utilization of time spent at the Center.
- A workshop for all special education teachers was held by the coordinator to discuss the purpose of the trip.
- The director of the Institute had three telephone conversations with director of the learning center in preparation for the visit.
- Lists of all material in the Resource Center were sent to the special education teachers to familiarize them with subjects and titles. (See list)

Session 34 (continued)

PROCEDURES:

Materials Used	- Media Center materials list arranged by Dewey Decimal number and subject. (MLRS)
Role of Consultant	- In this case, it was the Director of the Regional Resource Center. She explained how the material was arranged on the shelves, how it was listed in a card catalog, and regulations for checking out. She assisted the teachers as they examined or previewed material.
Role of Participants	- They examined and previewed any material that could be used in their teaching of special education children and checked it out for a month.
Evaluation and Supporting Data	- Records were maintained of library media materials checked out by special education teachers.
Performance Indicators	- There is a scarcity of appropriate instructional material available to special education teachers in the school media centers. All of these participants are using this center regularly and including library media materials in their I.E.P.'s.

MLRS MEDIA CENTER LOAN POLICY

YAZOO CITY CENTER
129 S. Main Street
Yazoo City, Mississippi 39194
Phone: 746-2211

1. The loan period for instructional materials is for four (4) weeks with one four week renewal period. Renewals may be made over the phone. Permission to retain materials for extended periods will be with the understanding that should another requester require the materials, it is to be returned to the Resources Center as soon as possible.

2. Persons borrowing material assume full responsibility for any damages and/or loss of materials checked out to him.

3. There is a limit of four items per borrower, at any time. The number of items returned will determine the number of items that can be checked out.

4. Borrowing privileges are restricted to educators or student teachers with the Yazoo City LRC service area.

5. Only approved examiners may check out the following test items:

   a. Wechsler Kits
   b. Stanford-Binet Kits
   c. ITPA
   d. Hiskey
   e. Leiter

   Others that may be checked out only after checking with the center coordinator are:

   a. SIT
   b. PIAT
   c. WRAT
   d. Bender-Gestalt
   e. Goodenough-Harris

6. No workbooks are to be marked. Please use plastic overlays.

7. Only one copy of duplicating masters may be made.

8. All materials must be checked out at the center. None will be mailed.

9. A list of all materials available in the media center may be obtained from the media secretary.

MEDIA CENTER MATERIALS LIST

YAZOO CITY LEARNING RESOURCES CENTER
129 S. Main Street
Yazoo City, Mississippi
Phone: 746-2211

Card
Catalog Number

137 PERSONAL DEVELOPMENT AND SELF AWARENESS

- Accent/personality - book
- Body and Self Awareness Big Box - kit
- Developing Understanding of Self and Others - kit
- It's Me - book
- My Friends and Me - kit
- Training for Independence - kit
- You - book

170 SOCIAL DEVELOPMENT

- Behavioral Decisions Game
- Functional Signs
- Functional Signs match-ups
- Manners - book

339.4 CONSUMER EDUCATION

- Accent/consumer education series

317.42 VOCATIONAL EDUCATION AND GUIDANCE

- The ABC's of Getting and Keeping a Job - book
- Application Forms - book
- Accent/Job models
- Career Decisions Game
- Career Identity Cards
- Dot It Yourself - book
- Getting and Holding a Job - book
- How to Write Yourself Up! - book
- I Want a Job - book
- Job Box - kit
- Jobs from A to Z - book
- Job Puzzles
- Jobsheets - worksheets
- King Career Series - Comic books
- Mack Works in a Clothing Factory - book
- Pacemaker Vocational Readers - books
- Preparing for the Job Interview - book
- Shop Made Easy - book
- Teenagers at Work - book
- Unemployed Uglies - book and workbooks
- Working with Wood - book

Come to Work with US - book
Wonderful World of Work - film and cassettes

371.73 PHYSICAL FITNESS

Activities for Physical Fitness
Basic Motor and Ball Skills - record
Frostig Move, Grow, Learn - kit
Music for Physical Fitness - record
Musical Participation Stories - record

371.911 BLIND AND PARTIALLY SIGHTED

Magnum easy eye books - books

371.912 DEAF AND HARD OF HEARING

ABC's of Sign Language
Finder puzzle (Sign language)

371.913 AUDITORY DEVELOPMENT

- Auditory Discrimination in Depth - kit
- Auditory Perception Training Program
  - 5 Kits: Discrimination
    - Imagery
    - Figure Ground
    - Memory
    - Motor
- Best Speech Series
- Listen-hear Books
- Listening with Mr. Bunny Big Ears
- Peabody Articulation Cards
- Peabody Articulation Decks
- Riddle-a-Rhyme - film and cassettes
- Teach Your Child to Talk - kit

371.914 PUZZLES

Dimensional Puzzles
Form Puzzles
Lee Body Puzzles
Playschool Tray Puzzles
Animal Puzzles
Rubber Puzzles

371.915 LEARNING DISABILITIES, PERCEPTUALLY HANDICAPPED, EDUCATIONALLY HANDICAPPED

- Color Stacking Disks
- Color Kit
- Colored Inch Cubes
- Diagger:
  - Bow tying frame
  - Broad stair - blocks
  - Buckling frame
  - Color tablets
  - Compressions snap frame
  - Double deck peg board
  - Hook and eye frame
  - Jumbo peg board
  - Lacing frame
  - Large button frame
  - Latch frames
  - Medium peg board
  - Pink tower
  - Small button frame
  - Small peg board
  - Zipper frame
- Developing Learning Readiness - kit
- DLM:
  - Alphabet motor activities
  - Sorting box and accessories
  - Lacing boards
- Directional - spatial - pattern board exercises
- Easel and Listening Games
- Find-a-Pair Cards
- Finton the Fish - book
- Fitzhugh Plus Program - books
- I Want to Learn
- Language and Thinking Program
- Letter Recognition Strip Books
- Listening and moving - record
- Multi-sensory cubes and spheres
- Pegboard Designs, pegboards, and pegs
- Perceptual - motor development - kit
- Perceptual - motor Teaching Materials - kit
- Sequencial Perceptual - motor exercises
- Shape Beanbags
- Shape Constancy
- Shape Sorting Box
- Shape Templates
- Simplified Folk Dances - record
- Sorting box
- Vanguard School Program
- Visual Discrimination - levels 1 and 2
- Visual, Matching, Memory and Sequencing books
- Visual - motor Perception Teaching Materials
- Visual Perception Big Box
- Yellow Brick Road - kit for screening learning disabilities

371.9155 LANGUAGE DEVELOPMENT

Concepts for Communication: UNITS 1, 2, 3 - kits
Developmental Syntax Program - books
Contraction boards
Games Kids Like and More Games Kids Like - book
Goal Language Development Kit - levels 1 and 2
Homonym Cards
Language Big Box - kit
MWM Program for Developing Language Abilities
My First Picture Dictionary
My Pictionary
My Second Picture Dictionary
Noun Puzzles
Peabody Language Development Kist - Levels P, 1, 2, 3
Peabody Early Experience Kit (PEEK)
Verb Puzzles
Vocab-tracks

371.95 GIFTED

Mind Expanders - activities

372.21 KINDERGARTEN AND NURSERY SCHOOL

I Can Do It - books
Learning Staircase - kit
Try: Experiences for Young Children - kit
My Kindergraph - kit
Games and Activities for Early Childhood Education
TV Teacher
The Zoo Comes to School

372.24 ELEMENTARY GRADES

School Safety - kit
School Bus Safety - kit
Pedestrian Safety - kit
Home Safety - kit
Bicycle Safety - kit
Systems for Seccess - book
Learning Games for Exceptional Children - book

372.4 READING

Dolch: Basic sight vocabulary cards
Consonant Blend Flip-Cards
Consonant Cards
Group Size Word Cards
Picture Word Cards
Popper Words
Vowel Cards
Homophone Cards

265

100 Individualized Activities for Reading - book
Reading Box
Reading Incentives

Action
All About the Hall Family
Checkered Flag Series
Follett Vocational Reading Series
Individualized Reading Skills
Initial Consonant Learning Module
Jerry Works in a Service Station
Kaleidoscope Readers
King Classics Library - comic books
Lift off to Reading
Listening Skills for Pre-readers
Mixie the Pixie
Pacemaker Classics
Pacemaker Best Sellers I
Phonics We Use Learning Games - kit
Phonovisual Method - kit
Read Along with Me
Reading in High Gear
Stanwic Reading Series - books
Sounds for Young Readers - record
Sports Mystery Series
Supportive Reading Skills
Time Machine Series - books
Tom Logan Series - books
Turner-Livingston Communication Series
Webster Classroom Reading Clinic - kit
Work for Everyone - book
Word Power Games - book
Your World

372.42 SPELLING

Continuous Progress in Spelling
Spelling/language Learning Games

372.51 HANDWRITING

Color - sequence Perception Strips - cursive
Color - sequence Perception Strips - manuscript
Color - sequence Perception Strips - transition
Let's Begin to Write
The Sad Ballon - book

372.6 LANGUAGE ARTS, GRAMMAR, WORD STUDY

Fix-a-Word
Language Arts Skills Center - Primary, Intermediate, Secondary

Language Experiences in Early Childhood
Learning with Laughter - kits
Fokes Sentence Builder
Language Experiences in Reading
Lett-a-score - game
Mr. Verb's Magic Show
Pacemaker Core Vocabulary - book
Sylla-build - game
Travel-tix - game
Vowels-up - game

372.83 SOCIAL STUDIES

Experiential Development Program
Regions of the World Series - books
Rural Education Studies - books
Social Studies Strategies - activities
Study Your State - activities
United States Map Puzzle
Words in Action
World Map Puzzles

375.78 MUSIC

Hohner Rhythm Band Set - instruments
Rhythm Time - record
Rhythms and Songs for Exceptional Children - record
Singing Games for Primary Grades - record
Songs for Children with Special Needs

398.2 FOLKLORE AND LEGENDS

Aristocats - record
Bambi - record
Goldilock and the Three Bears - record
International Folk Tales Series - books
Little Hiawatha - record
Mickey Mouse - record
101 Dalmatians - record

500 SCIENCE

Science Games and Activities
Science for Beginners
Earth Science
The Solar System - activities
Stepping into Science - books
What is Electricity - book

510 - 511 MATHEMATICS AND ARITHMETIC

Abacus - large and small
Arithmetic Games and Activities - book
Calculation Cubes
Goal Mathematical Concepts - kit
Moving up in Numbers
Math Big Box - kit
Mathematic Games for all Grades
Numbers - game
Pacemaker Arithmetic Readiness Program
Structural Arithmetic, Kindergarten level and level 1
Think Metric
Unique Math Games

Colorfax addition and subtraction - kit
Cuisenaire Study kit
Using the Cuisenair rods
Daigger: Teen board
Ten Board
Edu Kaid: Count-a-bars
Count-a-ladder
Foundations for Mathematics Units 1 and 2
Judy number idents
Judy Numberite
Moving up in Money

511.8 Change maker
Money Makes Sense

529 CLOCKS

DLM Time Teacher
Green-eyed monster - clock
Judy Clock
Tick-tock Primary Clock
Time and Telling Time - book
Touch to Learn Clock

613 HEALTH

Health Games and Activities

629.28 DRIVER EDUCATION

Getting Ready to Drive
Thinking and Driving - book
What Every Young Driver Should Know - book

641.5 FOOD PREPARATION

- Getting Ready to Cook
- Peggy's Picture Cook Book
- What's Cooking - kit
- Young Homemaker's Cookbook

- Planning Meals and Shopping

647.1 HOUSEHOLD EXPENSES

- Accent/family Finances
- The Bank Book - book
- Planning for Your Own Apartment - book

HAVE BEEN ORDERED, NOT YET RECEIVED

- Vision-up
- Frostig kit

PROFESSIONAL BOOKS LIST

Yazoo City Learning Resources Center
129 S. Main Street
Yazoo City, Mississippi
Phone: 746-2211

Card
Catalog number

371.26 EDUCATIONAL TESTS AND MEASUREMENTS

- Aids and Precautions in Administering the Illinois Test of Psycholinguistic Abilities
- Articulation Testing and Treatment: A Sensory-motor Approach
- Clinical Interpretations of the Wechsler Adult Intelligence Scale
- Clinical Interpretations of the Wechsler Intelligence Scale for Children - Revised
- Interpretations of the 1961 Illinois Test of Psycholinguistic Abilities
- Measurement of Intelligence of Infants and Young Children
- Measurement of Social Competence
- Psychodiagnostic and Personality Assessment
- Psychological Testing
- Test Scores and What They Mean

371.9 SPECIAL EDUCATION (GENERAL)

- Carmichael's Manual of Child Psychology
- Child Personality and Psychopathology
- Child Psychology
- Children with Learning Disabilities
- Classroom Learning Centers
- Creative Ideas for Teaching Exceptional Children
- Dictionary of Psychological and Psychoanalytical Terms
- Dictionary of Reading and Learning Disability
- Early Identification of Emotionally Handicapped Children in School
- Educating Exceptional Children in the Regular Classroom
- Goalguide: A mini course in writing goal and behavioral objectives for Special Education
- Handbook of Clinical Psychology
- Handbook of Mental Retardation Syndromes
- The Hyperactive Child
- Ideas for Learning Centers
- Learning Disabilities: Educational Principles and Practices

The Mager Library
Mainstreaming Exceptional Children
Mainstreaming the Mentally Retarded Child
Manual of Child Psychology
The Mental Retardation Dictionary
Meeting the Needs of Learning Disabled Children
Prescriptive Teaching
The Potomac Program
Prescriptions for Children with Learning and Adjustment Problems
Spice Series Handbooks
Project Mainstrem - levels 1 and 2
Psycholinguistic Learning Disabilities
Perceptual Training Activities
The School Psychologists Handbook
Yearbook of Special Education

371.9155 LANGUAGE

Emerging Language
Language, Perspectives - Acquisition, Retardation and Intervention

372.4 READING

Helping Children with Reading Disabilities

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TO: Principals

FROM: Laura Bowie

DATE: February 27, 1979

The final library workshop for paraprofessionals will be held at the Central Office on March 5 for TAC, MES, and GP and on March 6 for LAC, LES, and DAC. The hours are from 9:00 - 12:00.

Following this lesson, they will be prepared to serve as library aides in the libraries, serving Title I children. I shall be talking with you soon concerning a schedule for them to have a little practice in the libraries as a part of their final training.

Thank you for cooperating with me in all of my endeavors concerning the Library Training Institute.

HOLMES COUNTY SCHOOL DISTRICT

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February 16, 1979

TO: Teacher Aides (LAC, LES, DAC)

FROM: Laura Bowie

RE: Final Workshop

The final workshop for paraprofessionals of which you are a group will be held on Tuesday, March 6, from 9:00 - 12:00.

Following this training session, you will be prepared to serve as library aides in the schools where you are employed. Your principal will arrange the hours for you to work in the libraries.

LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 35 and 36

TOPIC:	Aides Learn About the Card Catalog
OBJECTIVES:	- To teach aides how to recognize three major types of catalog cards and how to locate the books on the shelves by use of the card catalog
PARTICIPANTS:	Twenty-one teacher aides, three media aides
CONSULTANT:	Mrs. Laura Bowie, Director of Institute
LOCATION:	Educational Services Building
DATE:	March 5, 6, 1979 TIME: 9:00 - 12:00

PRELIMINARY PLANNING:

- Designed and edited lessons to be used by participants.
- Selected activities from Denison's Library Skills Workbook
- Prepared activities to use with actual cards in catalog and books on shelves.

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PROCEDURES:

Materials Used	- Denison's *Library Skills Workbook* - Sets of catalog cards for each participant (See sample lesson)
Role of Consultant	- Explained each part of the lesson, demonstrating as necessary. - Administered post test covering Sessions 26,27,35,36
Role of Participants	- Participated in all activities in using the card catalog. - Filled in practice sheets in Denison's *Library Skills Workbook*.
Evaluation and Supporting Data	- Each participant was expected to use the card catalog to locate materials by author, title and subject and then locate materials on shelves. - Post test (See Sessions 26, 27)
Performance Indicators	- Participants were 100% correct in locating cards in the card catalog by subject, title, and author cards. - Participants were 100% correct in locating these books on the shelves.

Sample Lesson Outline
CARD CATALOG

I. Definition and Identification

   A. Alphabetical index to library
   B. Three cards or more

II. Labels on front of tray

III. Types of cards

   A. Author
   B. Title
   C. Subject
   D. Identification of types
   E. Cross reference cards

IV. Correlation of card catalog, number and location on shelf

V. Location of cards

VI. Activities

   A. Study of sample cards
   B. Practice in using card catalog
   C. Making a set of cards
   D. Workbook activities

Post Test
DEWEY DECIMAL SYSTEM
Teacher Aides, Media Aides
March 5, 6, 1979

1. The Dewey Decimal Classification System
____ puts books with the same subject matter together.
____ is a system of filing cards in the catalog.
____ is an index of materials in a library.
____ is none of these.

2. The card catalog
____ is a book of cards.
____ is a source for ordering cards.
____ is an index to all materials in the library.
____ is a list of filmstrips in the library.

3. The call number is made up of
____ place of publication and publisher.
____ classification number plus letters of the author's last name.
____ classification number plus shelf location.
____ author's initials plus shelf location.

4. The call number usually appears on the catalog card in the
____ upper center.
____ upper right.
____ upper left.
____ lower left.

5. A biography is
____ the true story of a person's life.
____ a list of books.
____ a study of living things.
____ a story that is not true.

6. A book of fiction
____ is not true.
____ is an index of materials.
____ is true.
____ is a kind of encyclopedia.

7. A book marked "S.C." for story collection contains
____ the lives of several persons.
____ several fiction stories.
____ a collection of maps.
____ all of the above.

8. A biography of Abraham Lincoln by Carl Sandburg will be found on the biography shelves under
____ Abraham.
____ Carl.
____ Lincoln.
____ Sandburg.

9. Of the fiction books with the following titles and authors, which one will stand first on the shelves?
____ Dickens - Christmas carol.
____ Dickson - Bennett High.
____ Dickens - Oliver Twist.
____ Douglas - Big fisherman.

10. Of the books with the following classification numbers, which one will stand first on the shelves?
____ 589.2
____ 398.2
____ 629.13
____ 398.12

11. Books marked "R" for reference usually include
____ dictionaries.
____ almanacs and yearbooks.
____ encyclopedias.
____ atlases and gazetteers.
____ all of the above types of books.

12. Of the books with the following classification numbers, which one will stand first on the shelves?
____ 822.3
____ 822.6
____ 822.1
____ 822.09

13. Catalog cards with the top line in all capital letters are usually
____ subject cards.
____ author cards.
____ cross-reference cards.
____ title cards.

14. Audiovisual materials include
____ books, periodicals and charts.
____ films, filmstrips, slides, recordin
____ games, toys and animals.
____ tables, chairs, and shelves.

15. Circulating materials in a library means
____ check out to individuals for a period of time.
____ moving materials around in the library.
____ adding materials to the library collection.

Teacher Aides, Media Aides
Post Test of Library Skills
Test Data Results
March 5, 6, 1979

The participants were given a test of 15 multiple choice questions pertaining to the card catalog.

17% answered all questions correctly

21% answered 14 questions correctly

13% answered 13 questions correctly

13% answered 12 questions correctly

17% answered 11 questions correctly

4% answered 10 questions correctly

4% answered 9 questions correctly

7% answered 7 questions correctly

4% answered 6 questions correctly

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March 19, 1979

TO: Principals

FROM: Laura Bowie

RE: New dates for workshops which were canceled

On March 26 and 27, Dr. Pierre Barrette, evaluator for the Library Training Institute, will be conducting a workshop on the use of audio-visual equipment. A few of the teachers who are participants in the Institute, principals, media specialists and media aides have been selected to attend. Mr. Barrette requested that the media aides and media specialists assist him all day Tuesday after they have attended the workshop for media specialists on Monday afternoon.

Enclosed is a schedule which lists the names of the teachers and the dates of attendance. Please note that the workshop for principals is Tuesday, 9:00 - 11:00 A.M.

Equipment Training Session
March 26 and 27, 1979

Monday, March 26

Time	Participants	Schools
9:00 - 11:00	Teachers:	DAC, GP, MES
	Mrs. Betty Spight	DAC
	Mrs. Ora Cain	DAC
	Mr. Andrew Townsend	DAC
	Miss Fannie Johnson	DAC
	Miss Barbara Anderson	GP
	Miss Doris Williams	GP
	Mr. Walter Moore	MES
	Mrs. Sarah Davis	MES
1:00 - 3:00	Media Specialists, Media Aides	All Schools
	Mrs. C. Walker	DAC
	Mrs. D. McGee	GP
	Mrs. E. Bailey	LAC HS
	Mrs. S. Edwards	TAC HS
	Mrs. M. Price	LES
	Mrs. S. Greer	LAC EL
	Mrs. J. Smith	MES
	Mr. D. Gregory	TAC EL

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Tuesday, March 27

Time	Participants	Schools
9:00 - 11:00	Principals, Media Specialists, Media Aides	All Schools
	Mr. J. McGee	DAC
	Mr. J. Nelson	GP
	Mr. J. Johnson	LAC HS
	Mr. J. Cain	LAC EL
	Mr. R. Lewis	LES
	Mr. H. Glover	TAC HS
	Mrs. G. Walker	TAC EL
	Mr. D. Ginn	MES
	Mrs. C. Walker	DAC
	Mrs. D. McGee	GP
	Mrs. E. Bailey	LAC HS
	Mrs. S. Greer	LAC EL
	Mrs. S. Edwards	TAC HS
	Mr. D. Gregory	TAC EL
	Mrs. J. Smith	MES
	Mrs. M. Price	LES
1:00 - 3:00	Teachers, Media Specialists, Media Aides	TAC, LAC, LES
	Mrs. Levater White	TAC
	Mrs. Myrtis Buchanan	TAC
	Mr. E. D. McLaurin	TAC
	Mrs. Geraldine Sturgis	LAC
	Miss Elizabeth Nash	LAC
	Mrs. Priscilla Dyer	LAC
	Mrs. Katie Friar	LES
	Miss Laverne Johnson	LES
	Mrs. C. Walker	DAC
	Mrs. D. McGee	GP
	Mrs. E. Bailey	LAC HS
	Mrs. S. Greer	LAC EL
	Mrs. S. Edwards	TAC HS
	Mr. D. Gregory	TAC EL
	Mrs. J. Smith	MES
	Mrs. M. Price	LES

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March 19, 1979

TO: Media Specialists, Media Aides

FROM: Laura Bowie

RE: New dates for workshops which were canceled

On March 26 and 27, Dr. Pierre Barrette, evaluator for the Library Training Institute, will be conducting workshops on the use of audio-visual equipment. The session for media specialists and aides will be held on Monday afternoon from 1:00 - 3:00. He requested that the media specialists and media aides also attend the sessions on Tuesday from 9:00 - 11:00 and from 1:00 - 3:00 to assist him with the instruction.

HOLMES COUNTY SCHOOL DISTRICT

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March 19, 1979

TO: Selected teachers (DAC, GP, MES)

FROM: Laura Bowie

RE: New dates for workshops which were canceled.

You have been selected to participate in a special workshop on the use of equipment which will be held at the Central Office on Monday, March 26, from 9:00 - 11:00 A.M. Dr. Pierre Barrette of Southern Illinois University will be the visiting consultant.

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LIBRARY TRAINING INSTITUTE HEA II-B
Holmes County Schools

Sessions 37 - 40

TOPIC: Equipment Operation

OBJECTIVES:
- To train sixteen teachers, eight principals, four media specialists, and four aides in proper equipment operation.
- To train four media specialists how to conduct in-service training to teachers in their schools.

PARTICIPANTS: Sixteen teachers, eight principals, four media specialists, four media aides

CONSULTANT: Dr. Pierre Barrette, Department of Curriculum, Instruction and Media, Southern Illinois University, Carbondale, Illinois

LOCATION: Educational Services Building

DATE:		TIME:	
	March 26, 1979		9:00 - 11:00 and 1:00 - 3:00
	March 27, 1979		9:00 - 11:00 and 1:00 - 3:00

PRELIMINARY PLANNING:
- Made plans for conducting and evaluating sessions as follows:
  - provide list of equipment locally available in school division.
  - provide list of names to make Kodalith slides of participants.

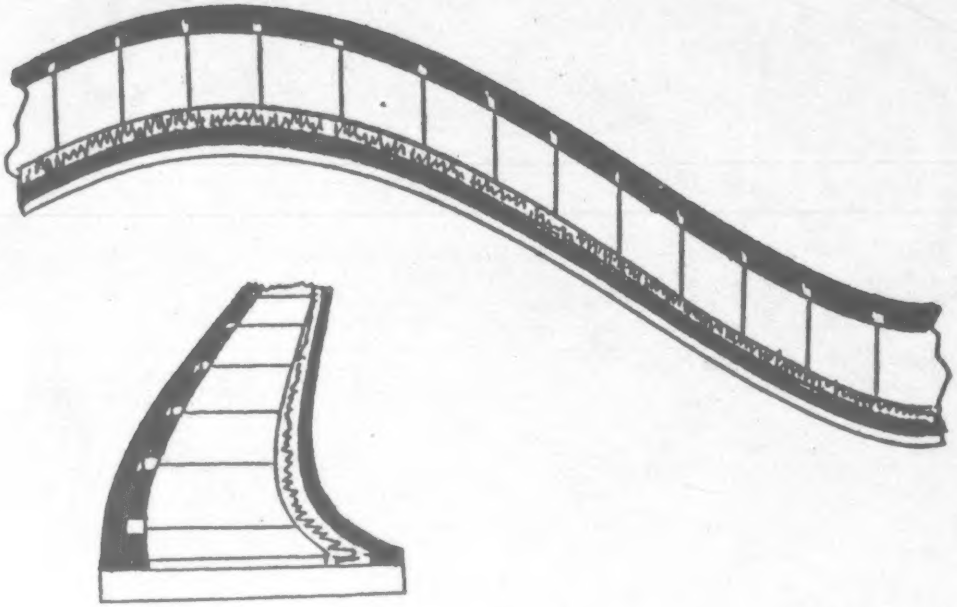
PROCEDURES:

Materials Used	- 35 transparencies - Samples of 16 mm film and filmstrips - A 2 X 2 slide with each participant's name on it (Kodalith) - Two manual 16 mm projectors - Two automatic 16 mm projectors - Two Kodak Ektagraphic projectors - Two cassette tape recorders (continued)
Role of Consultant	- Each of the first three workshops was conducted in a similar way: Starting with an explanation of 16 mm film each participant examined film to identify features such as frames, sprocket holes, sound track and especially emulsion and base layers. Film splicing reinforced emulsion and base layers and was employed to bring out proper handling and surfaces of 16 mm film, (continued)
Rōle of Participants	- Actively practiced on each piece of equipment until he/she felt confident enough to operate equipment.
Evaluation and Supporting Data	- Each participant met stated performance criteria during each of four sessions. - The four media specialists were able to successfully conduct last training session with other teachers on their own.
Performance Indicators	- See attached sheets for performance criteria for each participant.

PROCEDURES:

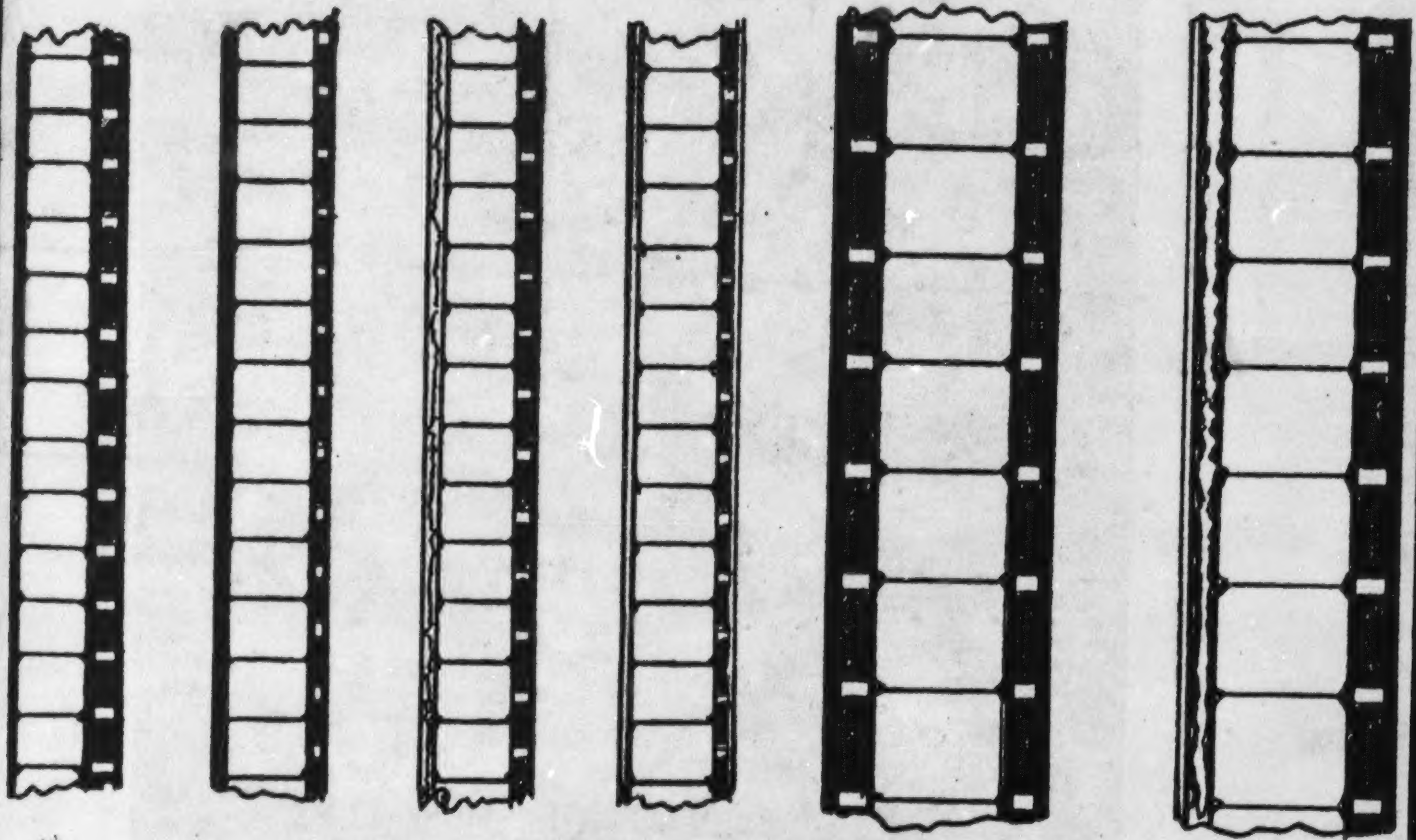
Materials Used (continued)	- Two reel to reel projectors - Two record players - Two Dukane filmstrip/cassette projectors - Two video tape recorders - One 16 mm film splicer
Role of Consultant (continued)	filmloops, filmstrips and slides. - With the assistance of overhead transparencies and actual pieces of equipment, each participant was given a detailed step-by-step demonstration of operation. Following demonstrations and practice each participant was expected to successfully operate the eight pieces of equipment selected. - During the last session, four media apecialists conducted the actual session using techniques they had learned.

16 MM FILM CHARACTERISTICS

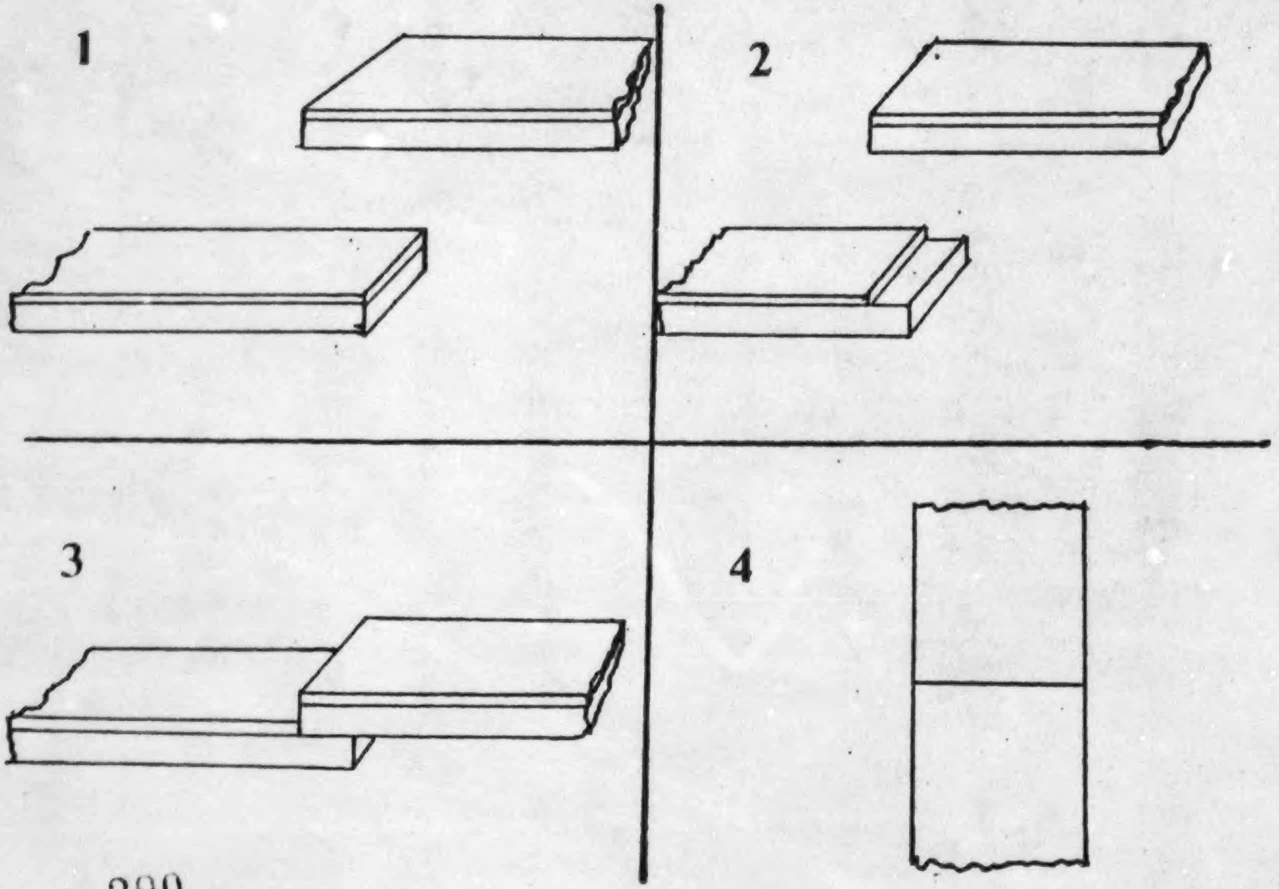


NOTES

FILM FORMATS

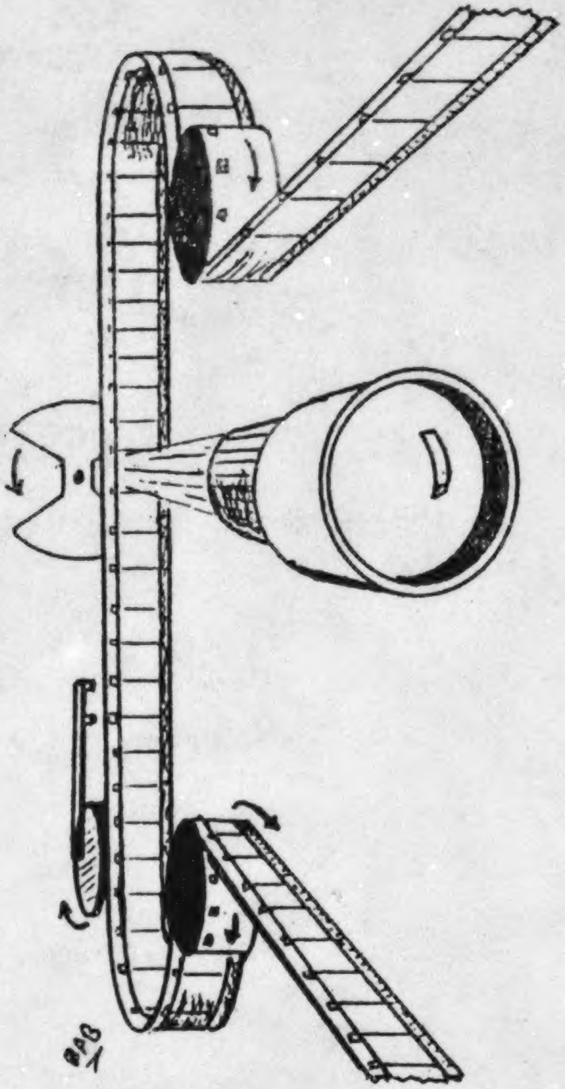


16 MM FILM SPLICING



NOTES

INTERMITTENT MECHANISM



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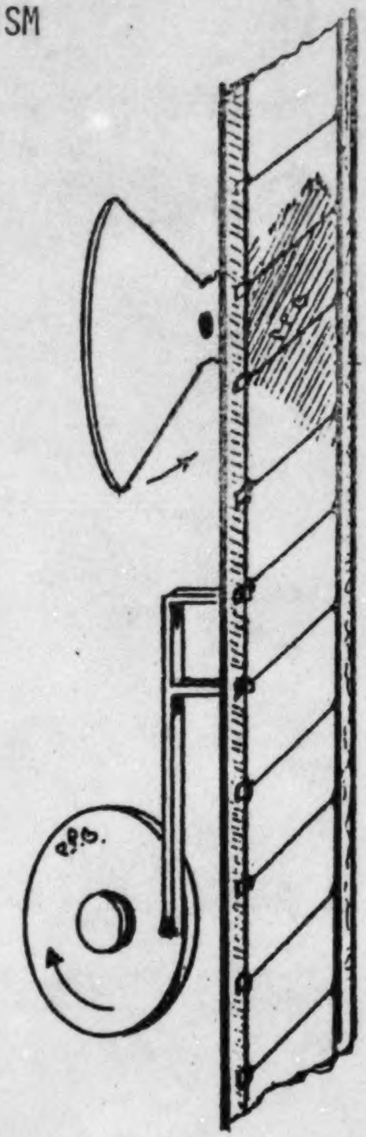

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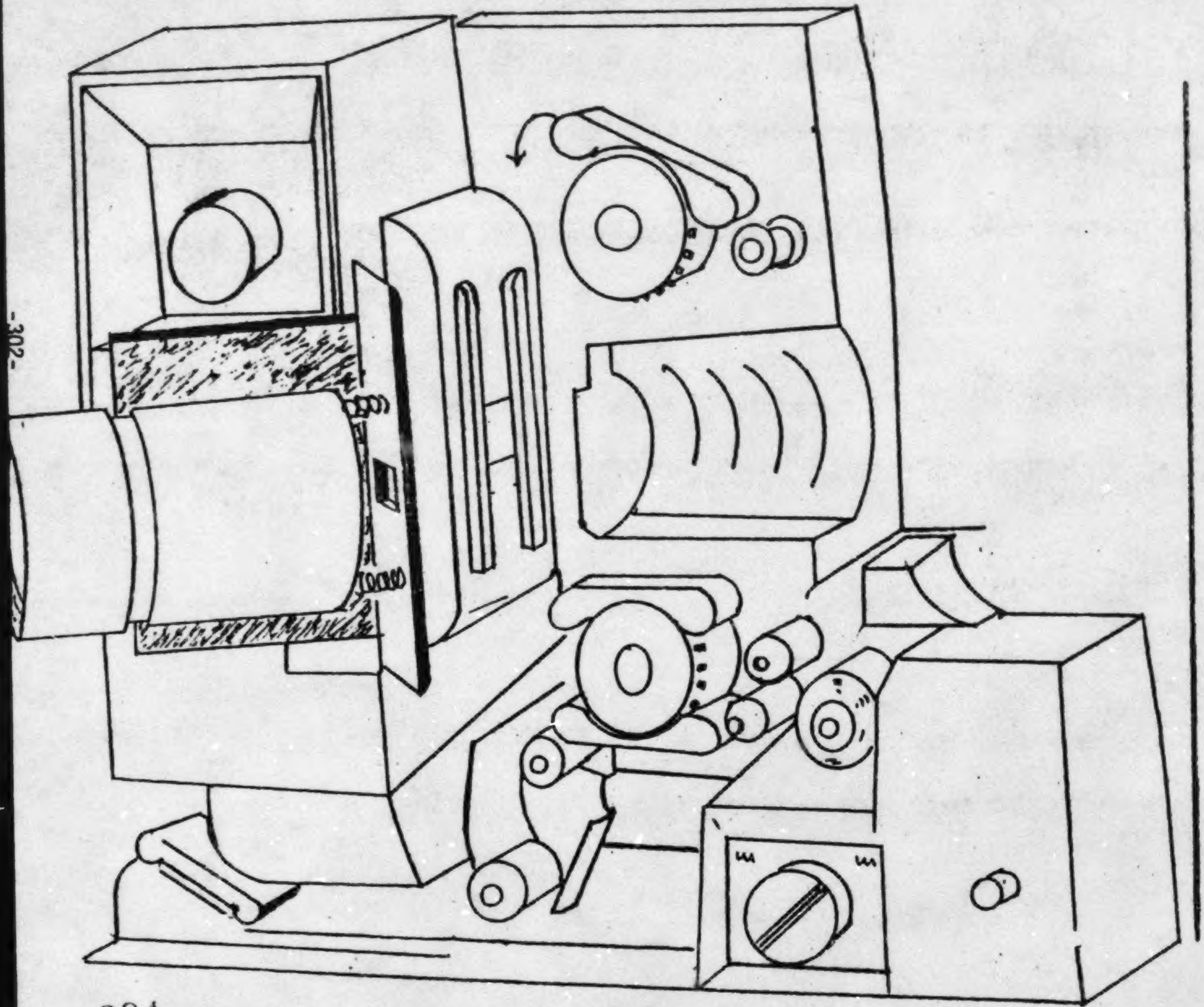
FILM THREADING



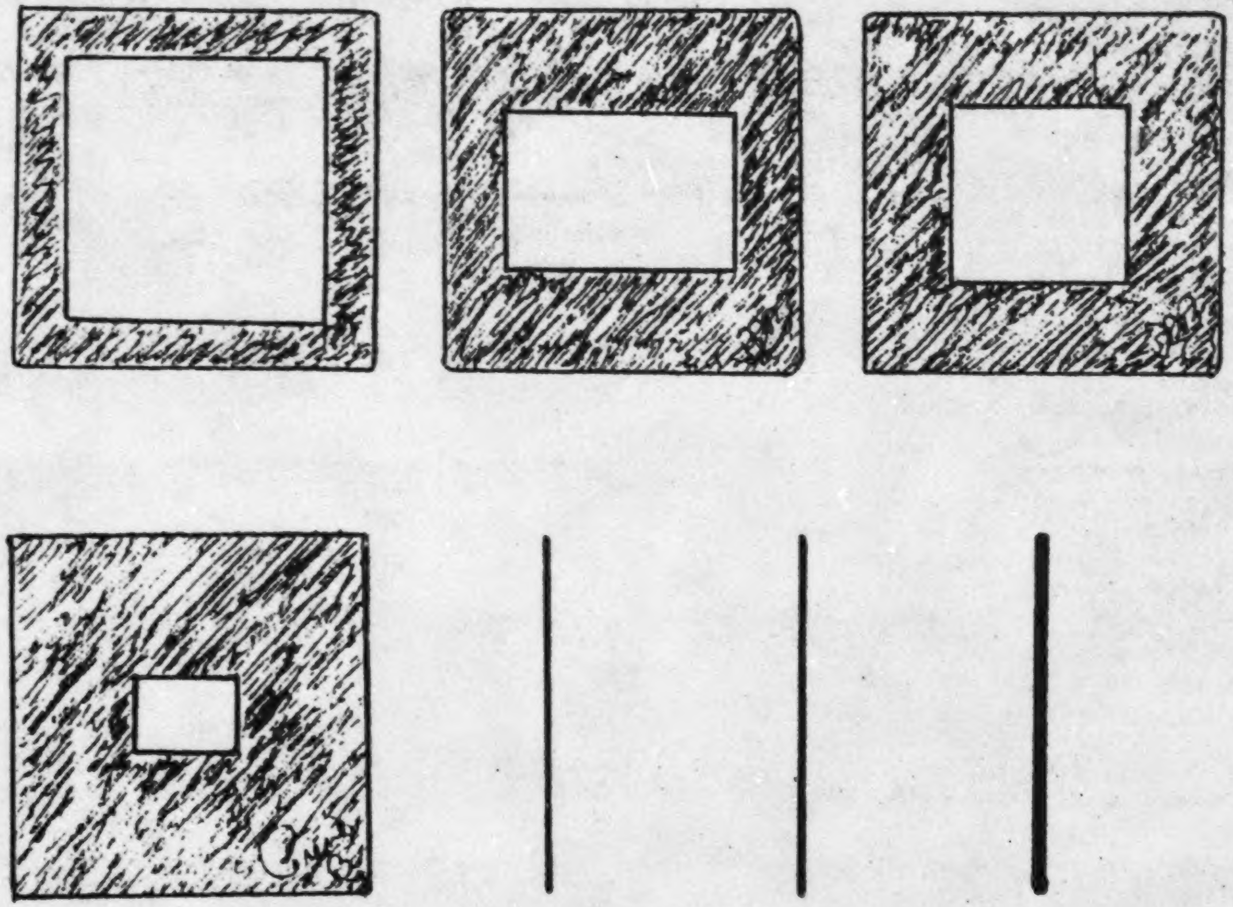
NOTES

16MM MANUAL PROJECTOR

Final Performance Expectation

OBSERVABLE BEHAVIOR	CONDITIONS	LEVEL OF ACCEPTABLE PERFORMANCE
1. Set up and operation of 16mm manual projector	Given: Projector on cart, feed and take up reel Time limit: 5 minutes	Proper positioning of projector Attachment of cart & projector power cords Image prefocused, elevated & centered on screen Feed and take up reels attached properly Proper threading of machine Power on demonstration of: Framer control Focus control Volume and tone control Stop motion control (if any) Reverse control (if any)
2. Malfunction adjustment	Any malfunction may occur AFTER film has been operating properly for more than 30 seconds. Time limit: Reasonable time will be given to resolve malfunction, if a common malfunction.	Proper film adjustment to resolve common problems such as...fluttering, railroading, garbled sound etc. Procedures will be observed.
3. Rewind film and restore projector to storage configuration.	Time limit: 3 minutes after film has run through projector	Proper rewind controls activated. Feed and supply reels removed. Feed arms collapsed, projector leveled, and power cords stowed. Cart and projector returned to storage area.

2 x 2 SLIDE FORMATS



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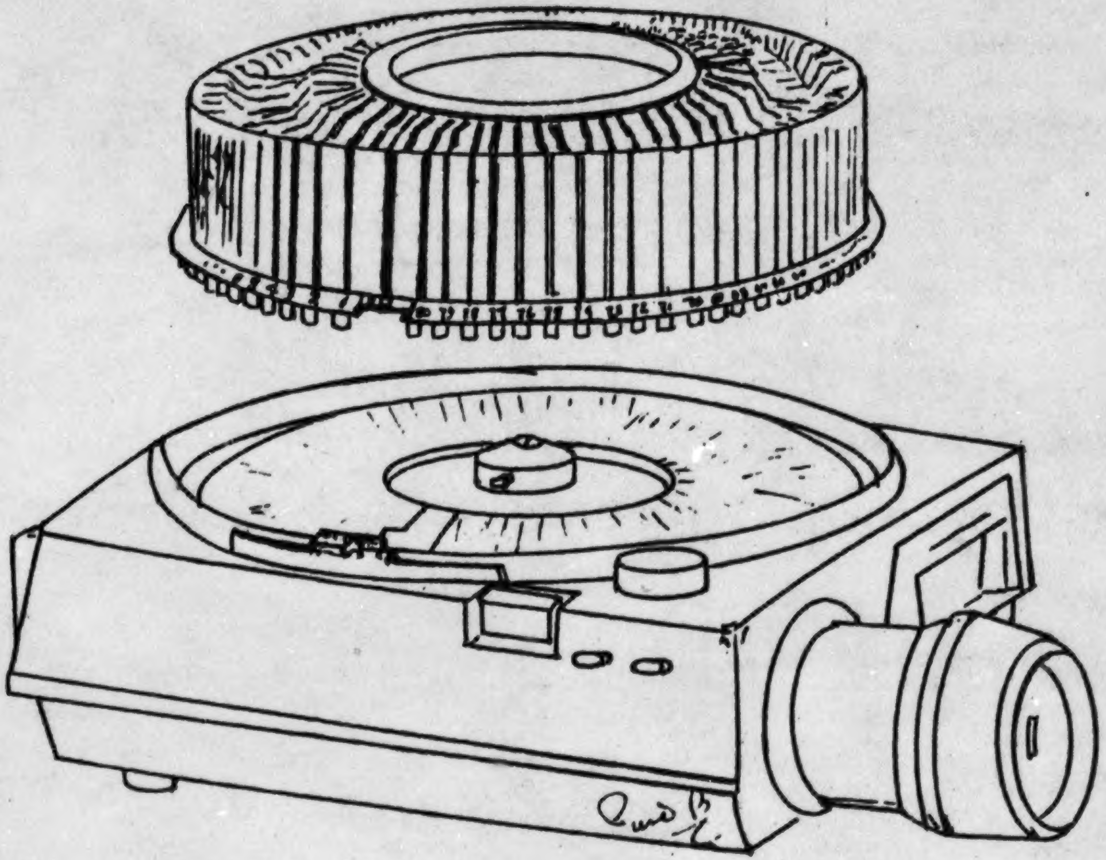
2 x 2 CAROUSEL SLIDE PROJECTOR



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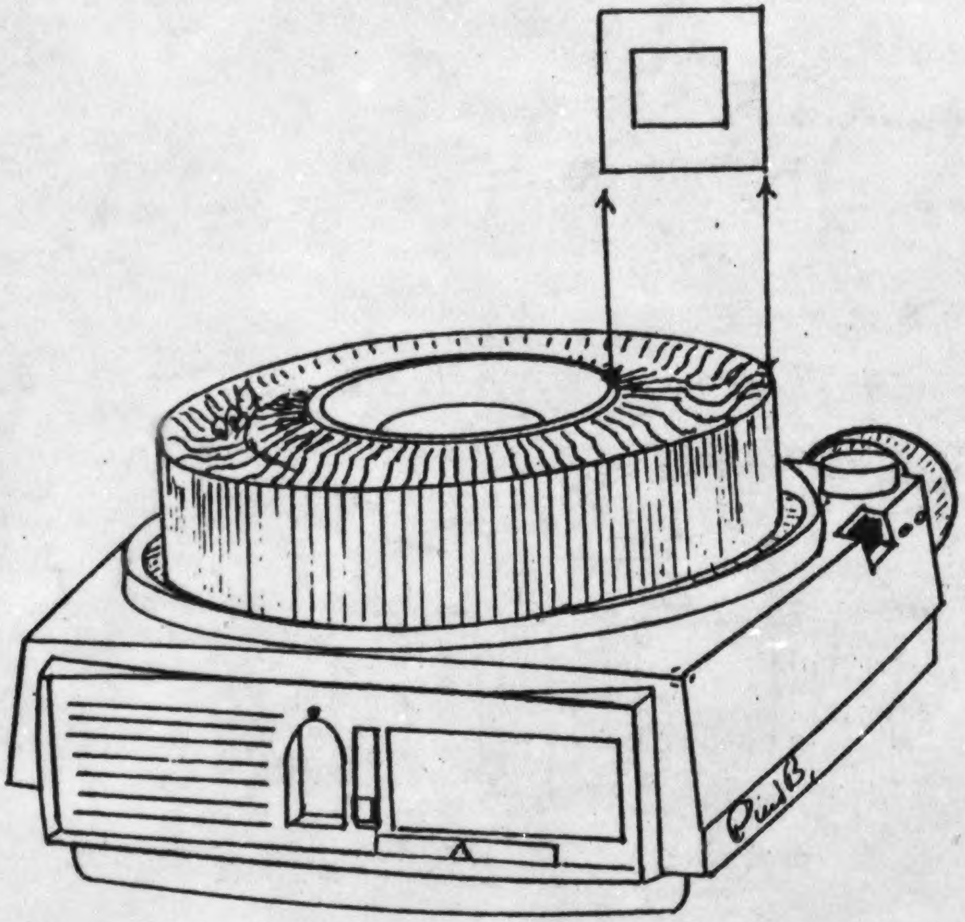
2 x 2 SLIDE CAROUSEL PROJECTOR



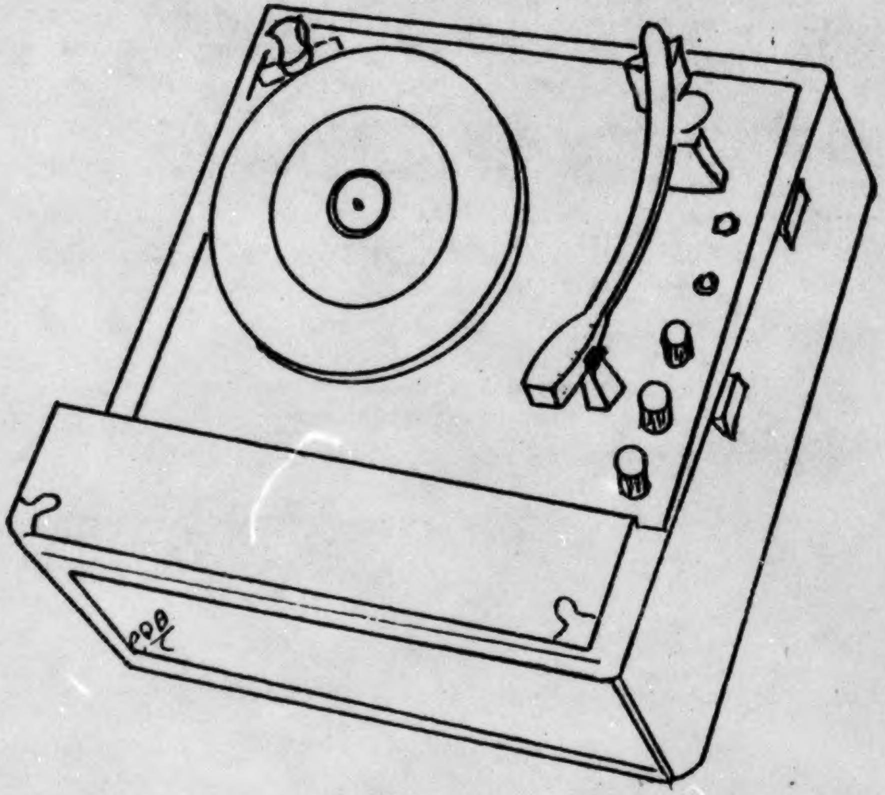
NOTES

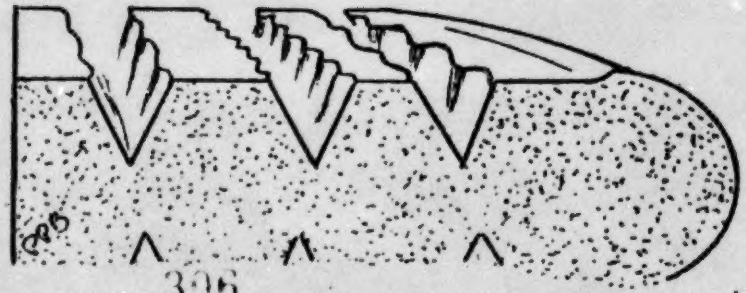
2 X 2 CAROUSEL SLIDE PROJECTOR

Final Performance Expectation

OBSERVABLE BEHAVIOR	CONDITIONS	LEVEL OF ACCEPTABLE PERFORMANCE
1. Set up projector to view set of slides manually.	Given: Projector, cart, remote control cord, and set of 10 slides. Time limit: 6 minutes	Center, elevate, and pre-focus image on screen after proper attachment of cart and projector cords. Loading of all slides into tray. Power on demonstration of: Focus control Zoom control (if any) Advance and reverse controls on projector Time interval control (if any) High-low lamp intensity switch (if any)
2. Malfunction adjustment	Any common malfunction. Will receive reasonable time to resolve it.	Power off, remove carousel tray in a power off position. Adjustment of tray platen so as not to drop slides. Common problems include jammed slides, jammed carousel tray, etc.
3. Set up projector for remote operation.	Time limit: 1 minute	Proper attachment of remote cord. Power on demonstration of: Remote focus control Advance and reverse control
4. Unload slides and restore projector to storage configuration.	Time limit: 2 minutes	All slides removed, projector leveled, and power cords stowed.

AUDIORECORD (Disc) PLAYER





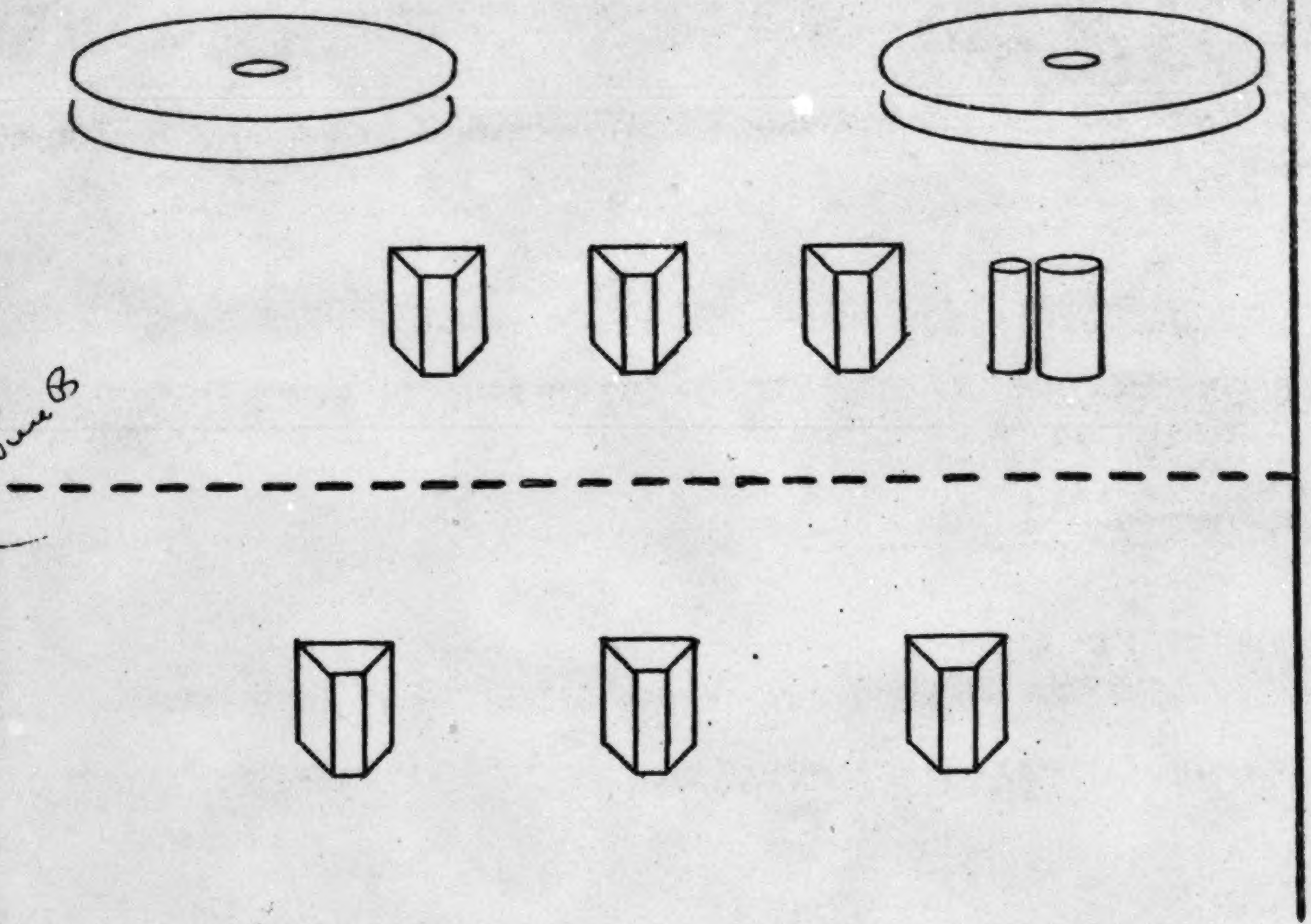
NOTES

AUDIORECORD (DISC) PLAYER

Final Performance Expectation

OBSERVABLE BEHAVIOR	CONDITIONS	LEVEL OF ACCEPTABLE PERFORMANCE
1. Set up and operation of disc player.	Given: Assigned audiorecord disc player, disc(s) and microphone (as needed). Time limit: 2 minutes	Demonstrate proper handling of disc. Loading disc onto turntable and speed control activation. Demonstration of: Volume adjustment Loudspeaker displacement (as appropriate) TEMPO control adjustment (if any) Pause control (if any)
2. Malfunction adjustment	Given any malfunction that may occur after successful disc operation. Sufficient time will be provided.	Procedures will be observed.
3. Return audiorecord machine to storage configuration.	Time limit: 2 minutes	Proper removal of disc, securing player. Return of disc player and/or microphones to storage configuration.

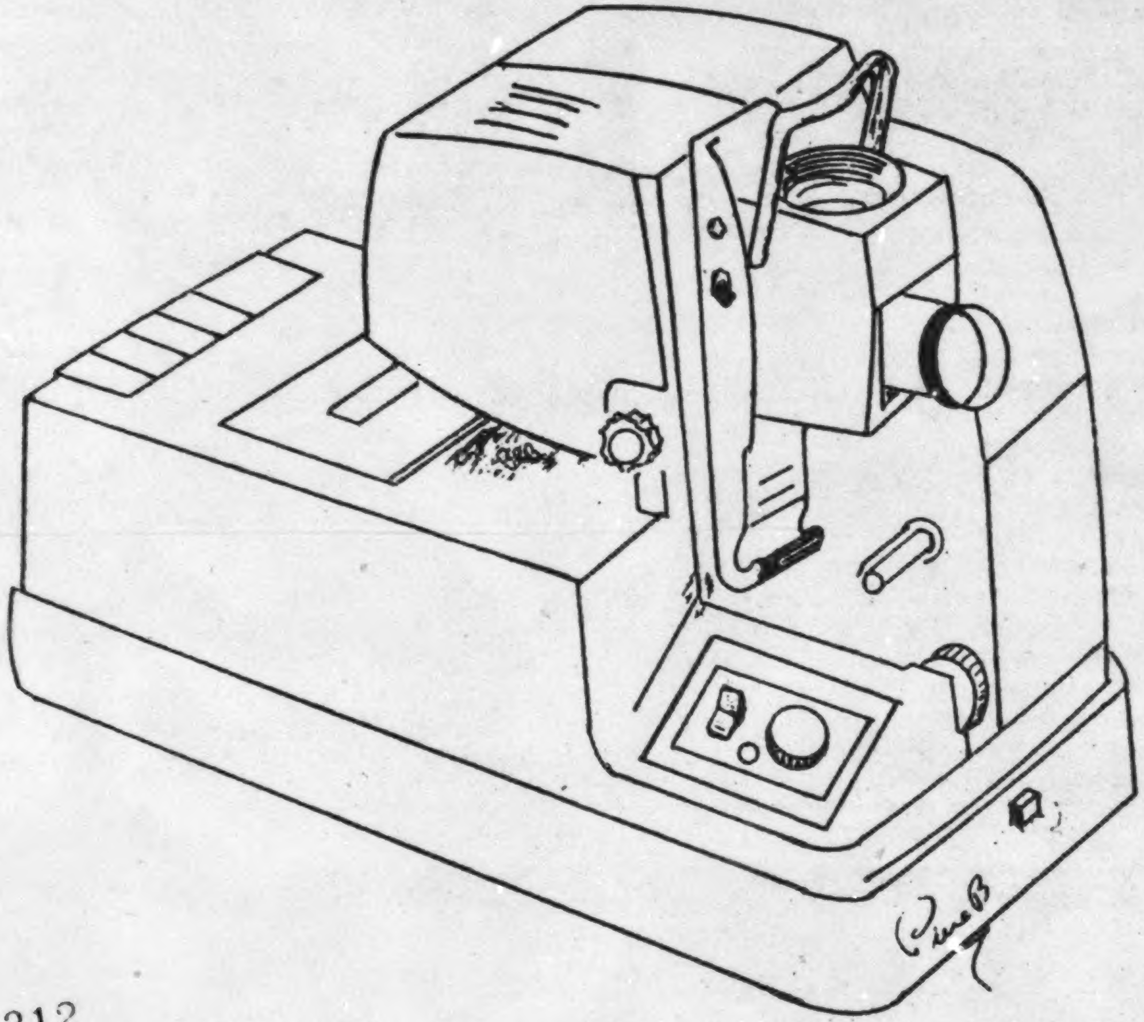
HEAD PLACEMENT



Pause B

NOTES

35MM FILMSTRIP CASSETTE PROJECTOR



NOTES

35MM FILMSTRIP CASSETTE PROJECTOR
Final Performance Expectation

OBSERVABLE BEHAVIOR	CONDITIONS	LEVEL OF ACCEPTABLE PERFORMANCE
1. Set up and operate projector	Given: Projector, cart, filmstrip and cassette with both audible and inaudible pulses	Center, elevate & prefocus image on screen after proper attachment of cart and projector cords. Power on demonstration of MANUAL AUDIBLE BEEP operation. Cassette loaded in audible mode. Filmstrip threaded to proper start frame Frame control demonstrated Focus control demonstrated Cassette on play and demonstrate manual advance on audible cue, sound level adjusted. Cassette on stop & demonstrate reverse Power on demonstration of AUTOMATIC operation. Cassette loaded, inaudible mode Visual check of cassette in rewind mode. Filmstrip threaded to proper start frame. Cassette on play, operate for 30 seconds.
2. Malfunction adjustment	If any occur, such as filmstrip or cassette jamming, sufficient time will be given to adjust it.	Activities will be observed.
3. Take down of projector & return projector & materials to storage configuration.	Time limit: 2 minutes	Filmstrip removed (manually and not with the use of the reverse control). Note: Careful observation will be made of proper handling of filmstrip. Cassette rewound, power cord from projector stored in case, projector covered, cart power cord stowed. Materials stored.

APPENDIX

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EVALUATION

This section of the training manual attempts to evaluate the training methods employed during the project. There were three major components associated with each training session:

1. A FORMAT component
2. A PROCESS component
3. An ASSESSMENT component

The FORMAT component of each training session consisted of five parts as follows:

TOPIC:	A general statement of the emphasis of the session.
OBJECTIVES:	A statement or set of statements specifying intended accomplishments for each session.
PARTICIPANTS:	A statement of the intended target audience.
CONSULTANT:	A local or regional expert in the topic selected for content expertise together with human relations skills.
LOCATION/DATE:	The physical location (s)/date most appropriate and convenient that would increase the probability of the session being successful.

Discussion:

The FORMAT employed was successful for all training sessions. Topics that had earlier been identified through needs assessment were addressed. Specific objectives associated with each topic provided clear direction and guidance. Participants for training sessions were carefully selected and this reflected the need to associate heterogeneous job groups (teachers, principals, etc.) for issue awareness and common concerns. On the other hand, participants with common job or function related interests were brought together to improve their knowledge and skills.

Consultants were well chosen. Each conducted their activities within the allowed time frame of approximately three hours and performance indicators clearly suggest attainment of stated objectives.

Physical locations where training sessions were held necessarily moved from the district media center, building level media centers, public and university libraries, and other environments. The selection of physical facilities as well as date and times was realistic, and without doubt fostered success of the training sessions.

The FORMAT component within each training session was completely successful. It took into account local needs, local issues and local talent. It worked.

The PROCESS component for each training session consisted of three parts as follows:

PRELIMINARY PLANNING:	Consisted of telephone calls, conferences, exchanges of memos and other clarifications by the project director with session consultants, administrators and others.
ROLE OF CONSULTANT:	Specified in general terms those instructional training activities each consultant was to conduct.
ROLE OF PARTICIPANT:	Stated in general terms the expected activities of participants during the three hour training sessions.

Discussion:

The PROCESS component employed was successful for each training session. PRELIMINARY PLANNING by the project director was critical to the success of training sessions. This point cannot be underscored or emphasized enough. Examination of procedures used for each training session states some of the diverse pre-planning activities that were employed. Monthly calendars show not only the dates when training sessions occured but also some significant planning dates. A concise log of all contacts and correspondence was maintained by the project director. This log greatly facilitated pre-planning.

Each session consultant was briefed as to the training project goals. Each session consultant was expected to operationally define what instructional activities he/she was to engage in with the participants associated with the stated objectives. Clarification of consultant's role was based upon TOPIC and OBJECTIVES in a mutual and informal agreement process. Subsequent to clarification and agreement a following letter was transmitted to the session consultant.

Preliminary planning involved the activities of the participants. For each training session the expected role of participants was defined in advance. This role necessarily varied depending upon TOPIC and OBJECTIVES. Performance Indicators for each session clearly suggest the extent to which participant process roles were attained.

In Summary

The PROCESS component of the training sessions was successful. Pre-planning as expected was time consuming and involved extensive communications both informally and formally. The process of clarifying the roles of the session consultant and participants was not an easy task but it was accomplished successfully.

The ASSESSMENT component of each training session consisted of two parts:

EVALUATION AND SUPPORTING DATA: This part included data collection instruments such as questionnaires, opinionnaires, and other statistics as well as comments received during and after training sessions.

PERFORMANCE INDICATORS: These are interpretive statements resulting from analyzing evaluation and supporting data instruments. They refer to the objectives of the sessions.

Discussion:

An action research methodology was employed for all training sessions. This methodology provided the flexibility of creating a variety of different data gathering instruments to meet specific objectives. Both the session consultant and project director were involved in the design of these instruments. Each training session contains a copy of the instrument that was designed. This activity was very successful as it focused upon obtaining specific indicators of success for each session.

Following the analysis of data from the action research methodology, a set of performance indicator statements was constructed. These statements not only summarized quantitative data but also reflected on the extent to which session objectives had been attained. This procedure provided critical feedback data on how successful the sessions were.

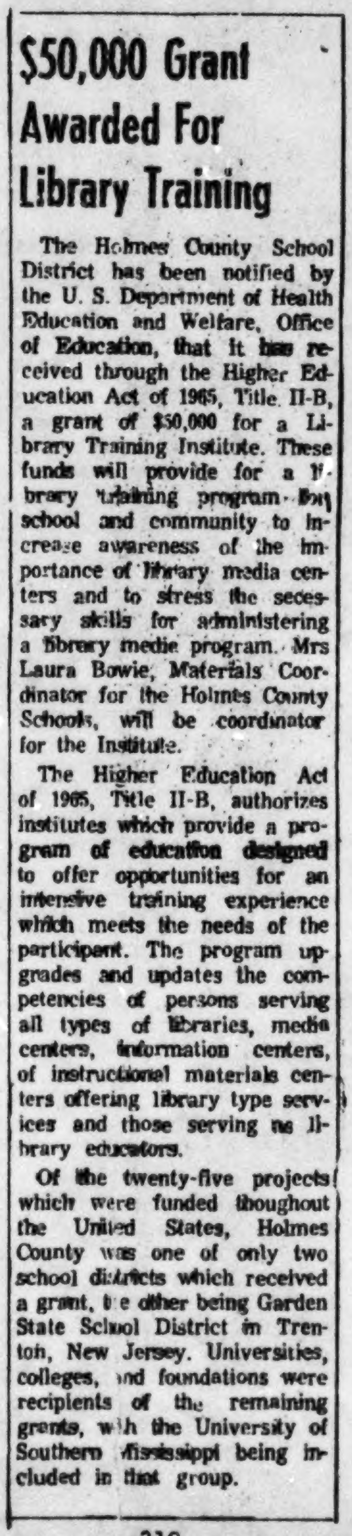
Conclusion:

It is clear from examining each of the forty training sessions that the repeated use of FORMAT, PROCESS and ASSESSMENT components was highly successful. Furthermore, it is apparent that this model approach to conducting training sessions appears to be successful regardless of the nature of the topic, objectives and participants.

PUBLICITY

The Lexington Advertiser

June 29, 1978



$50,000 Grant Awarded For Library Training

The Holmes County School District has been notified by the U. S. Department of Health Education and Welfare, Office of Education, that it has received through the Higher Education Act of 1965, Title II-B, a grant of $50,000 for a Library Training Institute. These funds will provide for a library training program for school and community to increase awareness of the importance of library media centers and to stress the secessary skills for administering a library medie program. Mrs Laura Bowie, Materials Coordinator for the Holmes County Schools, will be coordinator for the Institute.

The Higher Education Act of 1965, Title II-B, authorizes institutes which provide a program of education designed to offer opportunities for an intensive training experience which meets the needs of the participant. The program upgrades and updates the competencies of persons serving all types of libraries, media centers, information centers, of instructional materials centers offering library type services and those serving as library educators.

Of the twenty-five projects which were funded thoughout the United States, Holmes County was one of only two school districts which received a grant, the other being Garden State School District in Trenton, New Jersey. Universities, colleges, and foundations were recipients of the remaining grants, with the University of Southern Mississippi being included in that group.

Mississippi Library News, September 1978

Library Training Institute Funded For Holmes County

The Holmes County School District has been notified by the U.S. Department of Health, Education and Welfare, Office of Education that it has received through the Higher Education Act of 1965, Title II-B, a grant of $50,000 for a Library Training Institute.

Mrs. Laura Bowie, materials coordinator for the Holmes County Schools, will be coordinator for the Institute. In commenting on the grant, Mrs. Bowie said, "We just kept submitting proposals and were finally successful in having this one funded."

These funds will provide for a library training program for school and community to increase awareness of the importance of library media centers and to stress the necessary skills for administering a library media program, Mrs. Bowie said. There will be approximately 20 workshops which will be spread over the one-year period estimated to complete the work on the Institute.

The Institute participants will be limited to Holmes County and will include school personnel such as principals, teachers, teacher-aides, special education instructors, school librarians, students and parent volunteers.

The Higher Education Act of 1965, Title II-B, authorizes institutes which provide a program of education designed to offer opportunities for an intensive training experience which meets the needs of the participant. The program upgrades and updates the competencies of persons serving all types of libraries, media centers, information centers, or instructional materials centers offering library type services and those serving as library educators.

Of the 25 projects which were funded throughout the United States, Holmes County was one of only two school districts which received a grant, the other being Garden State School District in Trenton, New Jersey. Universities, colleges and foundations were recipients of the remaining grants with the University of Southern Mississippi included in that group.

The Lexington Advertiser

November 2, 1978

Holmes County Public Schools Sponsod Library Training Workshop Recently

During the last few weeks, a number of interesting Library Training workshops have been held in the Holmes County School District. Groups in attendance included principals, elementary teachers, secondary teachers, special education teachers, librarians, paraprofessionals, parent volunteers and students. Questionnaires concerning a need for library training in the schools revealed that all groups were vitally interested in this type program and that they were receiving practical information from attending the workshops.

Leading consultants for the in-service sessions included Dr. Myra Macon, University of Mississippi; Mrs. M. Green and Mrs. D. Cummings, Coahoma Junior College; Mr. John Barlow and Mrs. Patsy Wicker, State Department of Education; Mrs. Alice Sanford, Mississippi State University; Mrs. Eva Archer, former librarian at Lexington Attendance Center; Mrs. Cornelia Walker, Durant Attendance Center.

Advisory Board

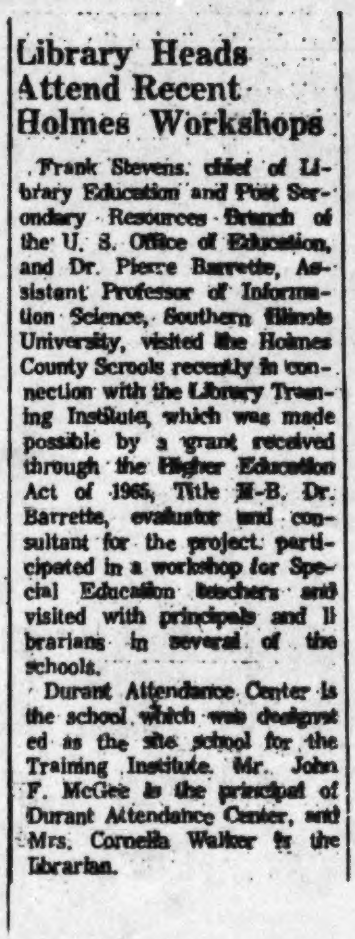
Members of the Advisory Board for the Library Training Institute include Mrs. Ruth Aldridge, Mrs. Edna Bates, Mrs. Yvonne Dyson, Dr. Willie Epps, Mr. Audrey Gilmore, Mrs. Johnny Ruth Jackson, Mr. John McGee, Miss Geneva Neal, Mr. MacArthur O'Neal, Mrs. Ethel Sandifer, Miss Ramona Smith, Mrs. Mary Stephens, Mr. John D. Wesley, Mrs. Alice Sanford, Dr. Myra Macon and Mrs. Cornelia Walker.

Twenty students at Durant Attendance Center who are participating in the Holmes County Library Training Institute met for their first session on October 16 and enjoyed a special program entitled "Film Fun". In preparation for this program, the students had visited the library and reviewed articles related to the mysterious Bermuda Trinfle, the subject of the film which was to be shown. At the conclusion of the film, books which would be useful to students for further study of the subject were briefly reviewed.

One of the main objectifes of the Inhlitute is to improve the study habits of students through an iscreased knowledge of resource materials available to them in the school library.

The Lexington Advertiser

November 9, 1978



Library Heads Attend Recent Holmes Workshops

Frank Stevens, chief of Library Education and Post Secondary Resources Branch of the U. S. Office of Education, and Dr. Pierre Barrette, Assistant Professor of Information Science, Southern Illinois University, visited the Holmes County Scrools recently in connection with the Library Training Institute, which was made possible by a grant received through the Higher Education Act of 1965, Title II-B. Dr. Barrette, evaluator and consultant for the project, participated in a workshop for Special Education teachers and visited with principals and librarians in several of the schools.

Durant Attendance Center is the school which was designated as the site school for the Training Institute. Mr. John F. McGee is the principal of Durant Attendance Center, and Mrs. Cornelia Walker is the Librarian.

The Lexington Advertiser
November 16, 1978

Library Workshop For Special Ed. Teachers Held

A Library Training workshop for Special Education teachers was held at the Central Office on October 25. Attending this in-service session were sixteen special esucation teachers, three media clerks, and media specialists. Mrs. Patsy Wicker, Consultant for Special Education, State Department of Education; Dr. Pierre Barrette, Assistant Professor of Information Science, Southern Illinois University; and Mrs. Barrette, a junior high librarian, were also in attendance.

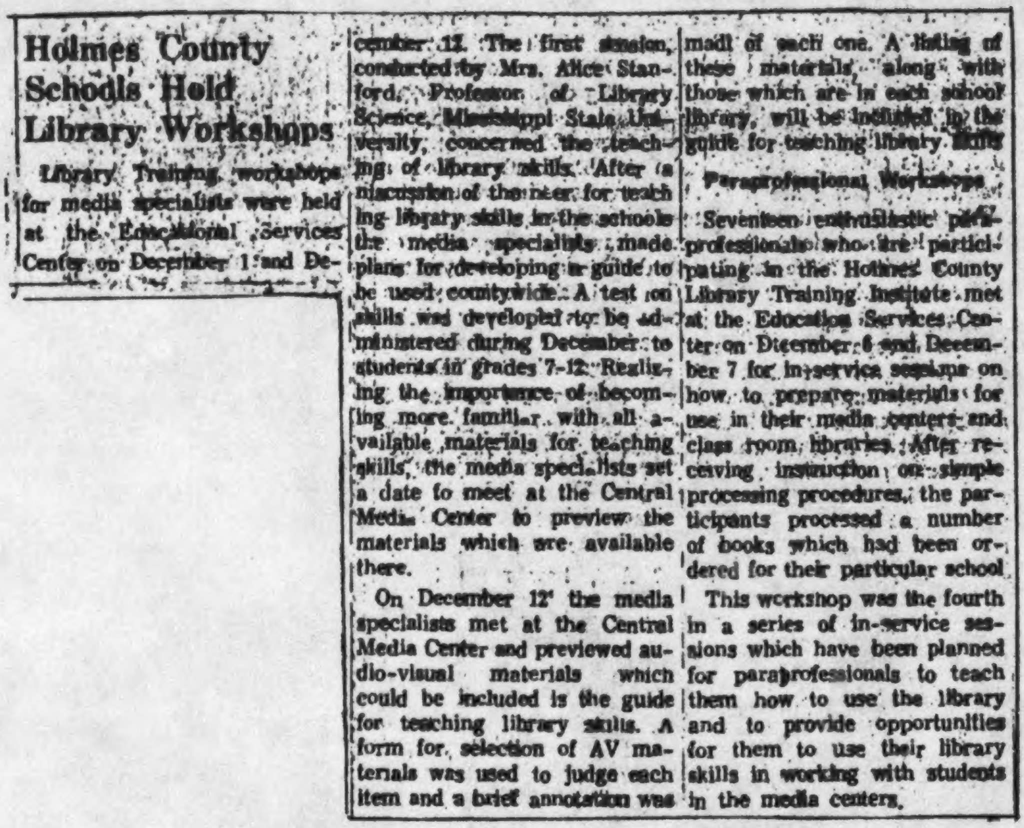
The workshop, led by Miss Geneva Neal, Coordinator of Special Education for Holmes County School District, included teaching demonstrations which utilized the available resources in the school media centers and Central Office Media Center. Teachers presenting the demonstrations were: Mrs. Ozzie Horton, Mrs. Claree Andrews, Mrs. Brenda Williams and Mrs. Hattie Ellis.

The second part of the workshop was devoted to the examination of materials in the Central Media Center, with media specialists, library aides and special education teachers working cooperatively at designated listening and viewing stations.

Special Education teachers who participated in the workshop were Mrs. Claree Andrews Miss Dorice Buchanan, Miss Louandra Banks. Miss Eloise Ellis, Mrs. Hattie Ellis, Mrs Eunice Kimes, Miss Bernice Harrison, Mrs. Ozzie Horton, Miss Louise Hurt, Miss Warrene Johnson, Miss Diane Nelson, Mrs. Brenda Williams. Mrs. Shirley Winters and Miss Linda Hoover.

Media Specialists and Media Clerks who aided the teachers in their examination of materials included Mrs. Cornelia Walker, Mrs. Ethel Bailey Mds. Susie Edwards, Mrs. Mavis Price, Mrs. Jeraldine Smith and Mr. Donelu Gregory.

The Lexington Advertiser
December 7, 1978



Holmes County Schools Hold Library Workshops

Library Training workshops for media specialists were held at the Educational Services Center on December 1 and December 12. The first session, conducted by Mrs. Alice Stanford, Professor of Library Science, Mississippi State University, concerned the teaching of library skills. After a discussion of the need for teaching library skills in the schools the media specialists made plans for developing a guide to be used countywide. A test on skills was developed to be administered during December to students in grades 7-12. Realizing the importance of becoming more familiar with all available materials for teaching skills, the media specialists set a date to meet at the Central Media Center to preview the materials which are available there.

On December 12 the media specialists met at the Central Media Center and previewed audio-visual materials which could be included is the guide for teaching library skills. A form for selection of AV materials was used to judge each item and a brief annotation was madl of each one. A listing of these materials, along with those which are in each school library, will be included in the guide for teaching library skills

Paraprofessional Workshops

Seventeen enthusiastic paraprofessionals who are participating in the Holmes County Library Training Institute met at the Education Services Center on Dtcember 6 and December 7 for in-service sessions on how to prepare materials for use in their media centers and class room libraries. After receiving instruction on simple processing procedures, the participants processed a number of books which had been ordered for their particular school

This workshop was the fourth in a series of in-service sessions which have been planned for paraprofessionals to teach them how to use the library and to provide opportunities for them to use their library skills in working with students in the media centers.

The Lexington Advertiser
December 14, 1978

Advisory Board Of Library Training Institute Meets

A meeting of the Library Training Institute Advisory Board was held at the Educational Services Center in Lexington November 30th.

Mrs. Laura M. Bowie, Program Facilitator, presided until the election of Mrs. Ethel Sandifer as chairman of the Advisory Board.

The minutes of the last Board meeting were read and approved. The Board voted to change the time of meeting from once a month to once every two months, with the exact date of each meeting to be set by Mrs. Bowie.

The problem of securing parent volunteers to participate in the Library Training Program was discussed, with members offering suggestions for recruiting additional volunteers.

Reports on Library Training workshops attended recently were given by Mrs. Ruth Aldridge, Miss Geneva Neal, Mrs. Mary Stephens and Mrs. Cornelia Walker.

Mrs. Bowie presented the quarterly report to the Board, after which she read recommendations which had been suggested by the program evaluator, Dr. Pierre Barrette. The Board discussed each recommendation and ruled on each item as it was presented

Mrs. Bowie listed the workshops which would be held in January and invited Board members to attend.

The meeting was adjourned to meet again in January, 1979.

MISSISSIPPI LIBRARIES
Spring, 1979
Volume 43, No. 1

Improved Media Skills, Services Goal of Library Training Program

The goal is to initiate, in the schools of Holmes County School District, a coordinated and comprehensive library training program which can be replicated in other school districts nationwide. Participating schools are Goodman-Pickens Elementary School, Lexington Attendance Center, Milestion Elementary School, Lexington Elementary School, Tchula Attendance Center and Durant Attendance Center, which is the demonstration site.

The beneficial results of the program are expected, ultimately, to affect the approximately 5,000 students and 300 teachers in Holmes County, as well as administrators, parents and any others who are affected by the educational process.

The program includes individualized instruction in the use of audio-visual equipment and other library resources, preparation of audio-visual materials, technical processing, curriculum support, development of library skills, and field trips. In addition, a series of workshops has served as a thread of continuity to reinforce and to supplement what the participants have been learning since the program started on July 1, 1978. Twenty-four of these workshops were scheduled originally, but they have proved to be so popular and so effective that Bowie expects to hold thirty-six of them by the time the program ends in June.

The special projects have been designed in such a way as to underline the importance of the library as a learning-resource center. For example, twenty students were taken to Mississippi State University on a career development field trip. In preparation for the trip to MSU, the students were asked to choose careers which they might like to pursue. Then they visited the school and public libraries where they looked for material which would provide information about their careers. This search was continued at the University Library, where they also received packets of material related to their chosen careers.

Another highlight for students was the presentation of "The World of Macbeth" by a theatre group from South Carolina. In preparation for the performance, English teachers in Holmes County worked cooperatively by directing students in research pertaining to the life of William Shakespeare, the England of his day, and stage techniques of that era.

Some two hundred people, representing six schools in the Holmes County School District, are engaged in a special program emphasizing the wide range of services provided by the library as a learning-resource center. Participants include classroom teachers, special education instructors, media specialists, paraprofessionals, school principals, students and parents, working as a team. Some of them are learning, for the first time, that a library includes not only books but also motion pictures, filmstrips, cassettes, slide presentations and instructional recordings.

The program, funded by the US Department of Health, Education and Welfare under Title II-B of the Higher Education Act of 1965, is known officially as the Holmes County Library Training Institute. It is a one-year project which will continue through June, under the direction of Laura M. Bowie, Materials Coordinator for Holmes County.

The training program has also been a learning experience for its coordinator. Mrs. Bowie discovered, soon after the project began, that there was a need for an updated curriculum-materials catalog with a listing of all learning resources at the Central Office Media Center. The compilation of this catalog was a major undertaking. There are, for example, no fewer than 700 educational films in the Central Media Center, in addition to print and other non-print material. All teachers participating in the Holmes

Laura Bowie and MacArthur O'Neal, a member of the Training Institute advisory board, examine the curriculum materials catalog.

County Library Training Institute received a copy of this new catalog. As part of their training, they have used it extensively to develop teaching units in English, social studies, business, home economics, science, mathematics, reading, and the language arts.

Through a test administered to students, a need was established for the development of a handbook to be used in teaching library skills to students in grades 1-12. The handbook, which contains an outline of the skills to be taught and a comprehensive plan for teaching those skills, was planned and developed by the media specialists, along with Bowie and Alice Sanford, consultant.

One of the major objectives of the Library Training Institute, says Bowie, is to prove that there is a need for trained librarians in the elementary schools as well as in the high schools. In Holmes County, the three high schools and one elementary school can boast of having qualified librarians with master's degrees, but the remaining five elementary school libraries have only part-time aides to serve them.

Cooperators who are providing technical assistance for the Holmes County project are Mississippi State University, the University of Mississippi, Coahoma Junior College the State Department of Education, and the public libraries of the Mid-Mississippi Library Region, of which Holmes County is a member.

Like all programs of this nature, the Holmes County Library Training Institute is being evaluated at regular intervals by experienced people in the educational field. The project is also evaluating itself through attitude surveys, questionnaires, check lists, and input provided by members of an advisory board. At the beginning of the school year an attitude test was given to two student groups, one composed of Library Training Institute participants and the other of a similar cross-section group of non-participants. At the end of the school year, these students will be tested again on their attitude toward libraries as learning-resource centers.

What are the expectations for the program? It is anticipated that it will result in better knowledge of library media skills and services by administrators, library and teacher aides, participating teachers (including teachers of the handicapped), student leaders and parent volunteers. It should also result in more student participation in library activities and an increased awareness by administrators and librarians of the need for a continuing and effective media program. BILL KEITH

The Lexington Advertiser
February 1, 1979

The World Of Macbeth To Be Held At DAC Friday, February 16th

All Twelfth Grade students in the Holmes County School District have been invited to attend the performance of a touring production of "The World of Macbeth", which is scheduled to be held at Durant Attendance Center on Friday, February 16 at 1:30 p. m. This presentation is one of several activities which have been planned for students who are participating in the Library Training Institute.

"The World of Macbeth" is a forty-five minute program featuring a look at one of William Shakespeare's finest plays—Macbeth. The presentation is performed by several members of the South Carolina Theatre Company, which is currently celebrating its 14th Anniversary Season as the only professional theatre in the state of Carolina (and one of the few entirely self-supporting professional theatre in the United States). Each year the company spends forty straight weeks touring high schools, colleges, and universities from coast to coast (doing three performances per day—Monday-Friday).

Over twenty different productions are available to schools, each program not only being entertaining, but educational as well. The SCTC does over 1400 combined performances yearly by its eleven touring groups. All productions feature the finest actors and actresses from New York — veterans of motion pictures, television, the Broadway and off Broadway stages of New York, and television soap operas. There are twenty shows ranging from Shakespeare to Chekhov to Shaw; also poetry programs and many comtemporary works. All professionals with the company are at least twenty-six years of age and have at least a BA or MA degree.

This particular production entitled "The World of Macbeth" has been adapted and arranged for the stage by Shakespearean scholar and actor, Milton Dickson. He is also the founding producer of the South Carolina Theatre Company.

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DAC Students Took Field Trip To MSU Campus

Recently twenty students, accompanied by Miss Julia Johnson, English Teacher, Mrs. Cornelia Walker, Media Specialist, and Mrs. Laura Bowie, Director of Library Training, left Durant Attendance Center on a field trip to Mississippi State University. This trip was one of the planned activities for the students who are participating in the Holmes County Library Training Institute.

Upon arrival at the Union Building, the group was met by Mrs. Alice Sanford, Associate Professor of Library Science and coordinator of the day's program. After briefing the students on the agenda, Mrs. Sanford invited them to the Mitchell Memorial Library where they were introduced to their guide for a tour of the library.

In preparation for the field trip each student had visited the school and public libraries in search of material related to a chosen career. They continued this search by consulting the card catalog in the university library for additional information.

Following a very interesting tour of the library, the group assembled in the library auditorium for an informative talk concerning the college as it related to the future plans of the students.

The final treat for the day was a very enjoyable tour of the campus, which was conducted by Miss Pat Hartley, Admissions Counselor.

Students who were privileged to take this field trip were the following: Jerry Golden, Patricia Bates, Larry Denton, Sandra Fisher, Vickie Greer, Frederick Sykes, Rose Marie Washington, Sheldon Turner, Jacqueline Simmons, Cynthia McKinney, Benjamin Hoover, Cathy Sample, Debra Kirkwood, Anthony Tidwell, Mary Ellis, Joan Brooks,

Milton Dickson To Star In "The World Of Macbeth"

"The World of Macbeth", which will be presented at Durant Attendance Center on February 16, by members of the South Carolina Theatre Company, has been adapted and arranged for stage by Shakespearean scholar and actor, Milton Diskson.

Milton Dickson is the headline performer in the touring group in this area, and he is one of the leading theatre figures in the United States and is owner of the South Carolina Theatre Company, as well as the American Traveling Theatre and the East Coast Repertory Theatre. He is a world traveler and is one of the highest paid stage actors in the United States. Starting in the entertainment field as a professional magician at the age of 14, he has various degrees in theatre/drama/speech and Shakespeare: his first acting job was with the famous Black Hills Passion Play of the Dakotas (as an apostle). He has played all of the great Shakespearean roles on stage--Macbeth (1200 performances), Hamlet, Claudius, Orlando, Jacoues, Benedict, Touchstone, Petruchio, Henry V, Cardinal Woolsey, Henry VIII, Iago, Othello, Falstaff, Caesar, Cassius, Lear, Bottom, Aaron, Oberon, Romeo, Friar Laurence, Capulet, Antony, Prospero, Shylock, Brutus, and others. He is a descendant of Mary, Queen of Scots (the Stuart family), as well as Europe's famous Hohenzollern family (which ruled Prussia and Germany for over 200 years). His great, great grandfather was the first commercial photographer in the United States.

While Dickson is know for his classical performances, he appears in many contemporary works--recently Dysart in Equus, Alan Harrison in Find Your Way Home, George in Who's Afraid of Virginia Woolf?, John in Veronica's Room, Sam in Peter Ustinov's Photo Finish, Mack Sennet in Mack and Mabel, Harold Hill in The Music Man, as well as top roles in Miss Julie, Clarence Darrow, No No Nanette, Memoir, Uncle Vanya, The Subject Was Roses, Barefoot in the Park, Damn Yankees, Cat on a Hot Tin Roof, The Boys in the Band, Never Too Late, The House of Atreus, and others. He is a noted producer and director, and directs most of the programs his theatres have on the road each year. All of his theatres are self-supporting and over 1400 performances and shows are booked and presented yearly on the college/university/high school/community concert circuit.

MILTON DICKSON

HOLMES COUNTY HERALD

February 15, 1979

"LIBRARY BEST IN STATE"

\Representatives of the Mid-Mississippi Regional Library System accepted the "Best Regional Library Effort" award at the recent National Library Week Workshop in Jackson. The coveted statewide award was bestowed on the 5-county Regional Library System (Attala, Holmes, Leake, Montgomery, and Winston Counties) for the best effort during the 1978 National Library Week. From left: Richard Green, Regional Library Director; Mrs. Laura Bowie, Holmes County Regional Trustee; Mrs. Carol Waller, 1978 State National NLW Chairman; Mrs. Doris Ward, Winston County Regional Trustee; and Mrs. Linda Milner, Head of Extension Services.

The Lexington Advertiser
February 22, 1979

Three Library Workshops Held Recently In Holmes

A workshop on the preparation of instructional materials was held recently for twenty-seven paraprofessionals who are participating in the Holmes County Library Training Institute. Consultant for the session was Mr. John Barlow. Supervisor of Educational Media, State Department of Education. Activities included preparation of transparencies. lamination of pictures, and the construction of various kinds of puppets.

Another library training workshop held lately was for media specialists and media aides who completed a library skills handbook which will be used in the Holmes County School District for teaching skills to students.

On Friday, February 16, at Durant Attendance Center, "The World of Macbeth" was presented by the South Carolina Theatre Company to approximately 350 students. Senior classes from Lexington Attendance Center and Tchula Attendance Center joined the students at Durant for this very worthwhile and entertaining program.

The Lexington Advertiser

July 12, 1979

(Front Page)

Library Awards Issued At Special Exercises By Holmes School District

During Awards Day exercises held in the Holmes County School District, the following library awards were issued to students and teachers for outstanding library participation as emphasized and encouraged during the Library Training Program which was conducted throughout this year.

County Awards

Media School of the Year (trophy) — Goodman-Pickens Elementary School

Media Teacher of the Year (Plaque) — Mr. Chester Cole, Lexington Elementary School

Certificates for Improvement in Use of Library and Library Materials:

Greatest Improvement — Goodman-Pickens Elementary School

Substantial Improvement — Durant Attendance Center, Lexington Attendance Center, Lexington Elementary School, Mileston Elementary School, and Tchula Attendance Center.

Largest Circulation Record — Lexington Attendance Center

Individual School Awards

TEACHERS:

Durant Attendance Center Elementary School.

First Place — Miss Eloise Ellis

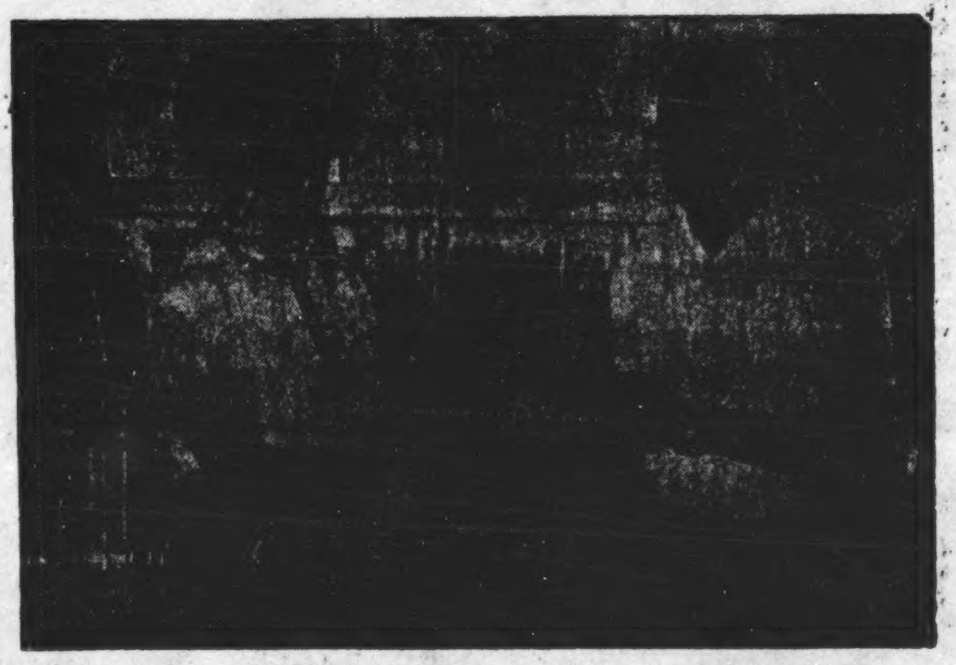
Second Place — Mrs Argie Logan

Third Place — Mrs. Elnora Cropper

Durant Attendance Center High School:

First Place — Miss Julia

(Continued On Page Five)



AN OUSTANDING AWARD was received by Chester Cole, teacher at Lexington Elementary School. Presenting the Media Teacher of the Year Award is Mrs. Laura Bowie, Director of the Library Training Program.

April 26, 1979 Lexington (Miss.) Advertiser

Approximately 200 People Involved In Library Program

Since July, 1978, some two hundred people, representing the six schools in the Holmes County School District have been engaged in a special library training prigram emphasizing the wide range of services provided by the library as a learning-resource center. Participants included classroom teachers, special education instructors, media specialists, paraprofessionals, school officials, students and parents, working as a team.

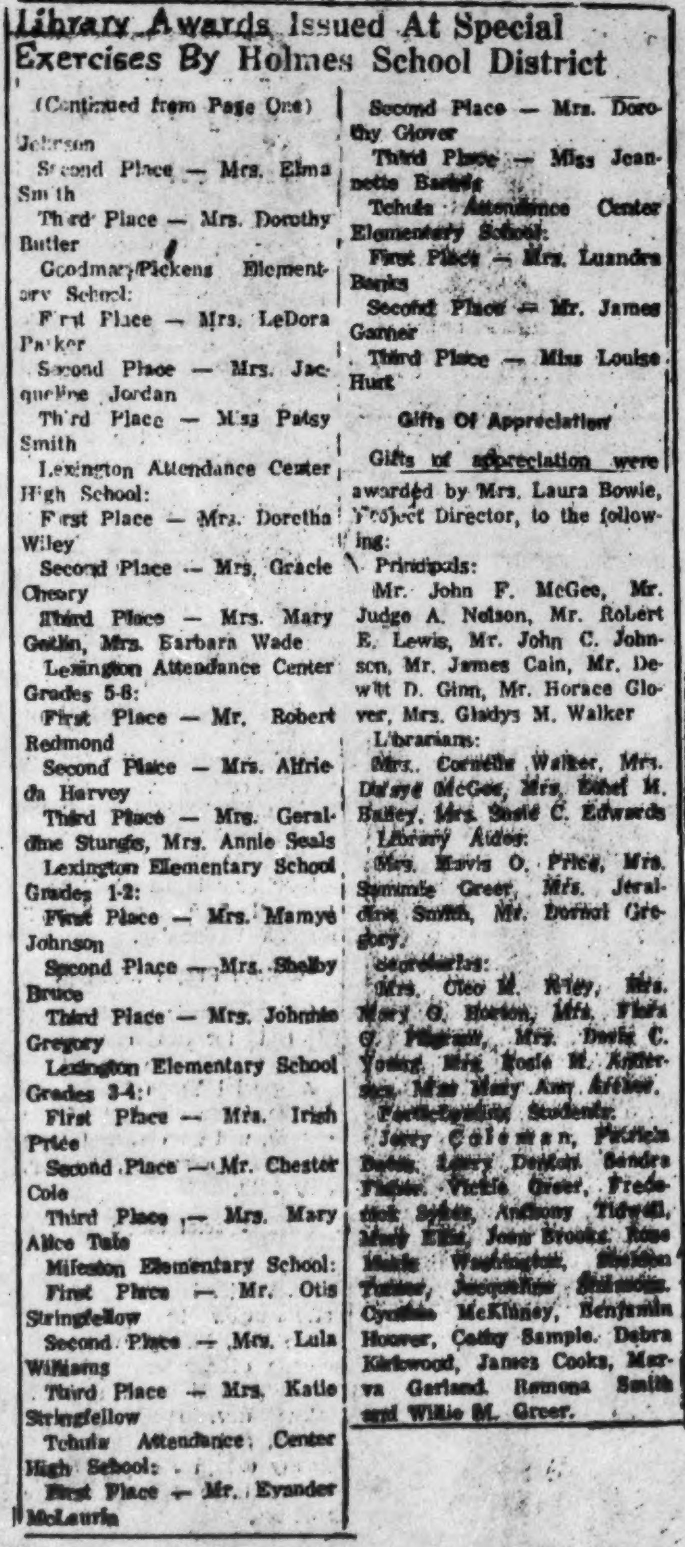
Library training workshops which were held recently completed a series of forty in-service sessions which began with orientation in September. These final workshops included presentations by classroom teachers of curriculum units, lessons for paraprofessionals, on library skills, and hands-in experience in the ust of audio-visual equipment. In addition, seventeen special eduention teachers enjoyed a field trip to the Yazoo City District Learning Resources Center, where they previewed and borrowed material to use with their classroom instruction. Consultants and teachers who conducted the in-service sessions were Dr. Pierre Barrette, Assistant Professor of Information Science, Southern Illinois University; Mrs. Laura Bowie, Director of the Institute; Mrs. Cornelia Walker, Media Specialist, Durant Attendanc Center; and Miss Geneva Neal, Coordinator of the Holmes County Special Education Programs.

What are the future expectations for the program? It is anticipated that it will result in better knowledge of library media skills and services by administrators, library and teacher aides, participating teachers (including teachers of the handicapped), student leaders and parent volunteers. It should also result in more student participation in library activities and an increased awareness by administrators and librarians of the need for a continuing and effective me-

The Lexington Advertiser

July 12, 1979

(Page 5)



Library Awards Issued At Special Exercises By Holmes School District

(Continued from Page One)

Johnson

Second Place — Mrs. Elma Smith

Third Place — Mrs. Dorothy Butler

Goodman-Pickens Elementary School:

First Place — Mrs. LeDora Parker

Second Place — Mrs. Jacqueline Jordan

Third Place — Miss Patsy Smith

Lexington Attendance Center High School:

First Place — Mrs. Doretha Wiley

Second Place — Mrs. Gracie Cheary

Third Place — Mrs. Mary Gatlin, Mrs. Barbara Wade

Lexington Attendance Center Grades 5-8:

First Place — Mr. Robert Redmond

Second Place — Mrs. Alfrieda Harvey

Third Place — Mrs. Geraldine Sturgis, Mrs. Annie Seals

Lexington Elementary School Grades 1-2:

First Place — Mrs. Mamye Johnson

Second Place — Mrs. Shelby Bruce

Third Place — Mrs. Johnnie Gregory

Lexington Elementary School Grades 3-4:

First Place — Mrs. Irish Price

Second Place — Mr. Chester Cole

Third Place — Mrs. Mary Alice Tate

Mileston Elementary School:

First Place — Mr. Otis Stringfellow

Second Place — Mrs. Lula Williams

Third Place — Mrs. Katie Stringfellow

Tchula Attendance Center High School:

First Place — Mr. Evander McLaurin

Second Place — Mrs. Dorothy Glover

Third Place — Miss Jeannette Banks

Tchula Attendance Center Elementary School:

First Place — Mrs. Luandra Banks

Second Place — Mr. James Garner

Third Place — Miss Louise Hurt

Gifts Of Appreciation

Gifts of appreciation were awarded by Mrs. Laura Bowie, Project Director, to the following:

Principals:

Mr. John F. McGee, Mr. Judge A. Nelson, Mr. Robert E. Lewis, Mr. John C. Johnson, Mr. James Cain, Mr. Dewitt D. Ginn, Mr. Horace Glover, Mrs. Gladys M. Walker

Librarians:

Mrs. Cornelia Walker, Mrs. Daisye McGee, Mrs. Ethel M. Bailey, Mrs. Susie C. Edwards

Library Aides:

Mrs. Mavis O. Price, Mrs. Sammie Greer, Mrs. Jeraldine Smith, Mr. Dorrol Gregory.

Secretaries:

Mrs. Cleo M. Riley, Mrs. Mary G. Horton, Mrs. Flora G. Pilgram, Mrs. Doris C. Young, Mrs. Rosie M. Anderson, Miss Mary Ann Archer.

Participating Students:

Jerry Coleman, Patricia Bates, Larry Denton, Sandra Fisher, Vickie Greer, Frederick Sykes, Anthony Tidwell, Mary Ellis, Joan Brooks, Rose Marie Washington, Sheldon Turner, Jacqueline Simmons, Cynthia McKinney, Benjamin Hoover, Cathy Sample, Debra Kirkwood, James Cooks, Marva Garland, Ramona Smith and Willie M. Greer.

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BROCHURE

LIBRARY TRAINING INSTITUTE

THE INSTITUTE

THE ADMINISTRATORS

THE PROJECT

THE SCHOOLS

THE OBJECTIVE

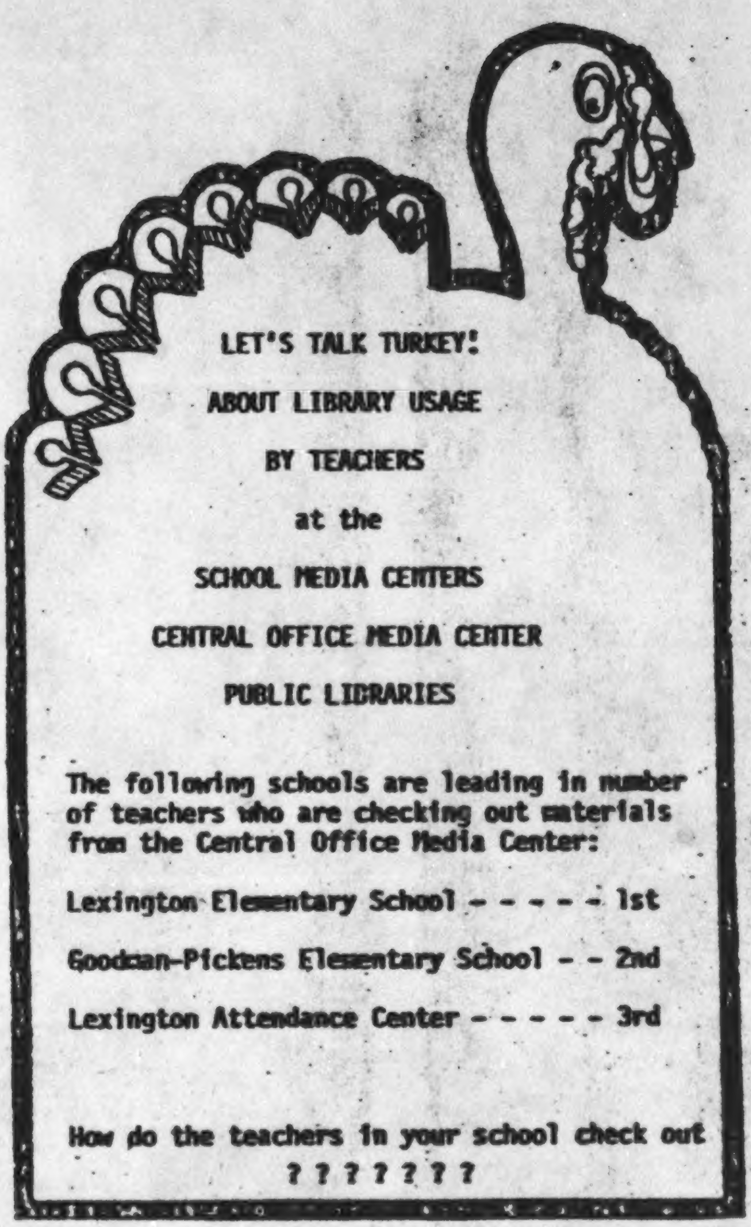
THE IN-SERVICE TRAINING

THE PARTICIPANTS

THE DISSEMINATION OF INFORMATION

THE EVALUATION

PROMOTION IDEAS



LET'S TALK TURKEY!

ABOUT LIBRARY USAGE

BY TEACHERS

at the

SCHOOL MEDIA CENTERS

CENTRAL OFFICE MEDIA CENTER

PUBLIC LIBRARIES

The following schools are leading in number of teachers who are checking out materials from the Central Office Media Center:

Lexington Elementary School - - - - - 1st

Goodman-Pickens Elementary School - - 2nd

Lexington Attendance Center - - - - - 3rd

How do the teachers in your school check out ? ? ? ? ? ? ?

Beat
the
Christmas
Rush

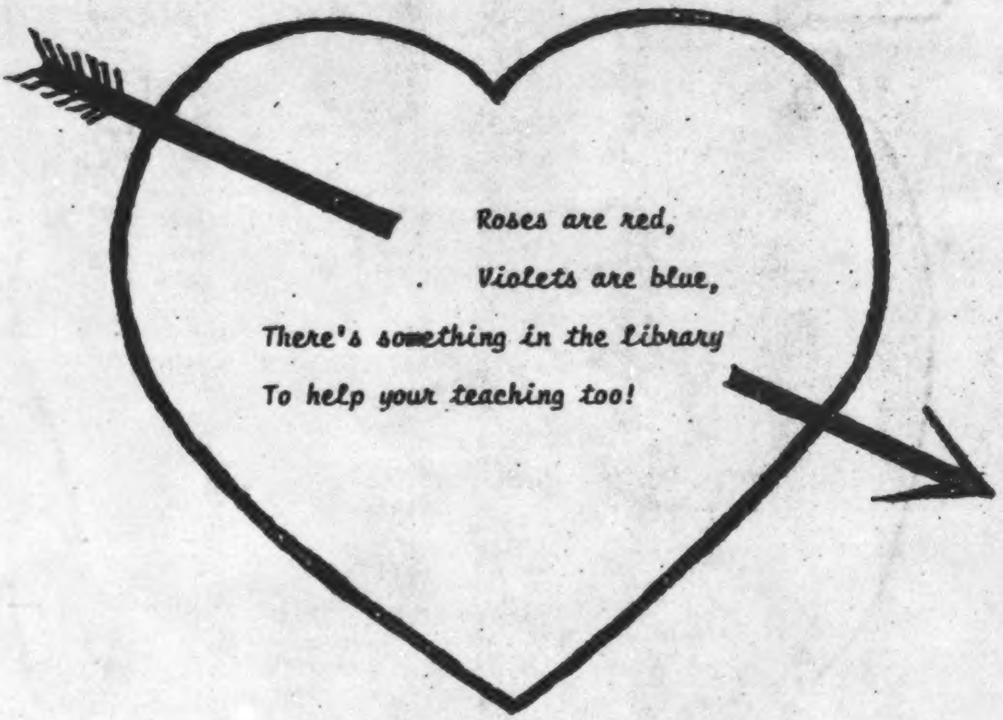
SEND YOUR REQUESTS FOR HOLIDAY MATERIALS EARLY

Central Office Media Center

SHOOT STRAIGHT . . . .

. . . . AT THE HEART OF YOUR TEACHING

USE YOUR CENTRAL MEDIA CENTER!



Roses are red,
Violets are blue,
There's something in the library
To help your teaching too!

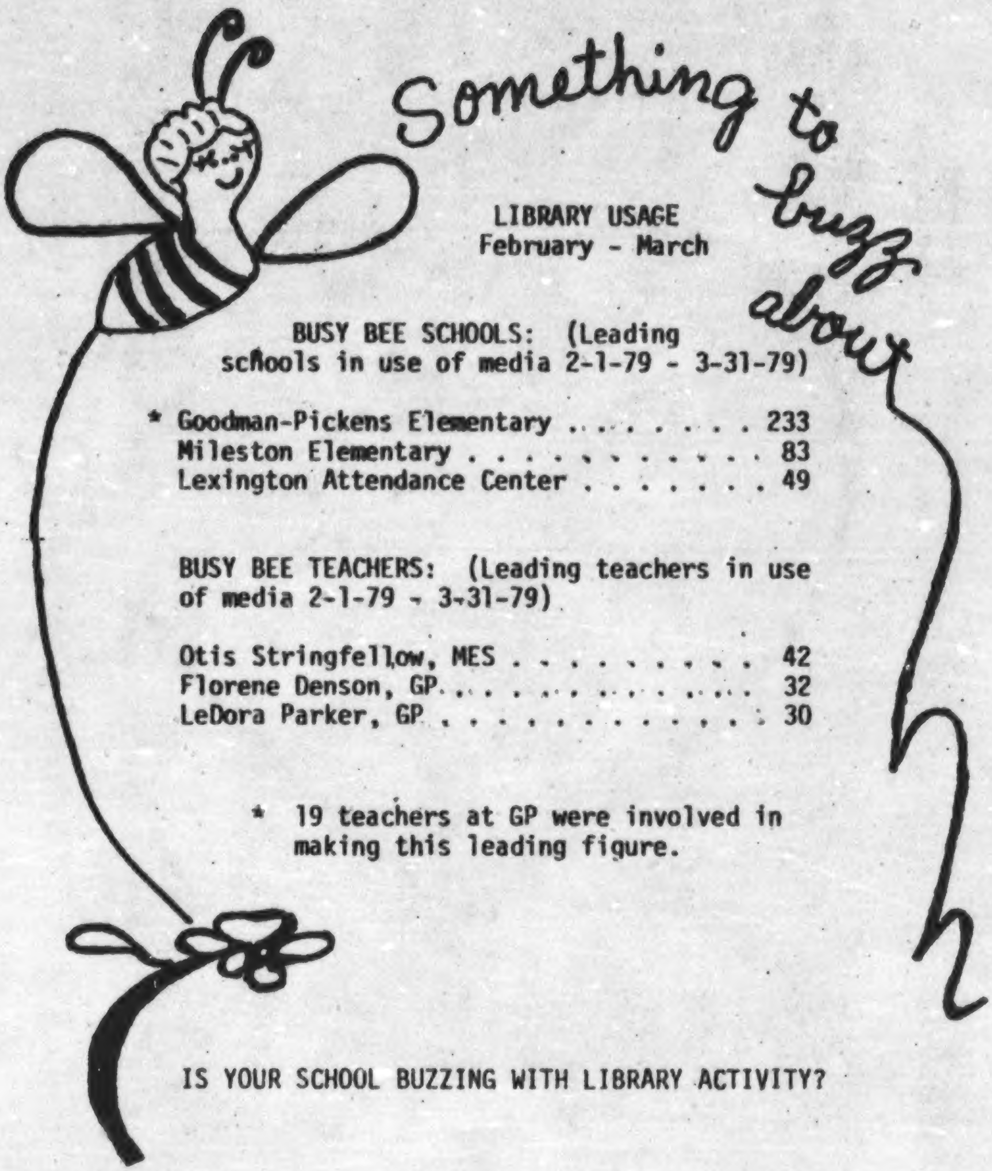
THESE SCHOOLS HAVE HEART!

Leading schools in use of media 11/1/78 to 1/31/79:

Goodman-Pickens Elementary School	78
Lexington Elementary School	73
Lexington Attendance Center	60

Leading teachers in use of media 11/1/78 to 1/31/79:

Mr. Chester Cole, Lexington Elementary School	36
Miss Florene Denson, Goodman-Pickens School	27
Miss Barbara Anderson, Goodman-Pickens School	17
Mrs. Lessie Terry, Lexington Elementary School	17



LIBRARY USAGE
February - March

BUSY BEE SCHOOLS: (Leading schools in use of media 2-1-79 - 3-31-79)

* Goodman-Pickens Elementary	233
Mileston Elementary	83
Lexington Attendance Center	49

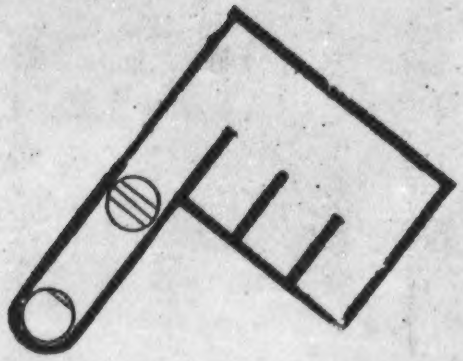
BUSY BEE TEACHERS: (Leading teachers in use of media 2-1-79 - 3-31-79)

Otis Stringfellow, MES	42
Florene Denson, GP	32
LeDora Parker, GP	30

* 19 teachers at GP were involved in making this leading figure.

IS YOUR SCHOOL BUZZING WITH LIBRARY ACTIVITY?

WE NEED YOU!



PARENT VOLUNTEERS
for
HOLMES COUNTY SCHOOL LIBRARIES

Durant Attendance Center - Qualified librarian, NO VOLUNTEER

Goodman-Pickens School - Qualified librarian, ONE PARENT VOLUNTEER

Lexington Attendance Center (5-8) - One full-time aide, recently acquired,
- NO VOLUNTEER

Lexington Attendance Center (9-12) - Qualified librarian, NO VOLUNTEER

(Four parents served at LAC during the first semester but were forced to quit, due to illness.)

Lexington Elementary School - Part-time aide, TWO PARENT VOLUNTEERS

Tchula Attendance Center (1-6) - One aide, NO VOLUNTEER

Tchula Attendance Center (7-12) - Qualified librarian, ONE VOLUNTEER

Mileston Elementary School - One aide, NO VOLUNTEER

HELP YOUR CHILDREN AND YOUR SCHOOL

VOLUNTEER FOR LIBRARY SERVICE

TODAY!

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TO: Library Training Participants (Teachers)

FROM: Laura Bowie

DATE: February 26, 1979

It has been a pleasure to have you as a participant in the Library Training Institute this year. I hope that it has been a rewarding experience for you and that you will be reaping the benefits from it for years to come.

If you want to be a leader,
Be a reader.

Dear Student,

It has been a pleasure to have you as a participant in the Library Training Institute. I hope that you have learned to appreciate the value of good libraries and that the knowledge which you have gained this year will aid you in planning for your future.

AWARDS

To stimulate maximum interest in using the media materials in the school media centers and the central media center, the following awards program was initiated:

Schools:

- Recognition Award for Greatest Improvement in the Use of the Library and Library Media Materials
- Recognition Award for Substantial Improvement in the Use of the Library and Library Media Materials

Teachers:

- Recognition of the Teacher in the County Who Made the Greatest Use of Media Materials
- Recognition of the Teachers in Each School Who Made the Greatest Use of Library and Library Media Materials

Book Marks for Students

LIBRARY MEDIA
RECOGNITION AWARD

TO THE FACULTY, STAFF AND STUDENTS OF

FOR GREATEST IMPROVEMENT IN THE USE OF THE LIBRARY AND LIBRARY MEDIA MATERIALS IN HOLMES COUNTY DURING 1978 - 1979 LIBRARY TRAINING INSTITUTE.

SUPERINTENDENT OF SCHOOLS
HOLMES COUNTY, MISSISSIPPI

PROGRAM COORDINATOR H.E.A. II-B

© GOES 46

LITHO IN U.S.A.

LIBRARY MEDIA RECOGNITION AWARD

TO THE FACULTY, STAFF AND STUDENTS OF

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FOR SUBSTANTIAL IMPROVEMENT IN THE USE OF THE LIBRARY AND LIBRARY MEDIA MATERIALS IN HOLMES COUNTY DURING 1978 - 1979 LIBRARY TRAINING INSTITUTE.

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SUPERINTENDENT OF SCHOOLS
HOLMES COUNTY, MISSISSIPPI

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PROGRAM COORDINATOR H.E.A. II-B

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LITHO IN U.S.A.

SUPPLEMENTARY PUBLICATIONS

Other publications resulting from Institute activities are the following:

Library Skills Handbook

Individualized Computer-Generated Analysis of Library Media Skills

Curriculum Materials Catalog (Revised Edition)

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Mrs. Eva Archer
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